ENGLISH FOR TODAY

Dakhil Class Six

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

Preface

The importance of formal education is diversified. The prime goal of modern education is not only to impart knowledge but rather to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of developing a society that is free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education as per the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organisation also works to review and revise the curriculum, textbooks, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Due to globalization, rapid communication, and digitalization, the need and importance of English is increasing. English is one of the powerful tools for pursuing higher study, using technology, developing interpersonal communication, and accessing local and global job markets. The curriculum makes it explicit that language learning will be graded and contents will replicate real-life contexts to enhance language learning for communication. The English For Today textbooks have been developed to help students attain communicative competence in English with particular attention to the development of the four language skills i.e. listening, speaking, reading and writing.

It may be mentioned here that the textbook has been reviewed and revised for the academic year 2025. It is mentionable here that the last version of the textbook developed according to the curriculum 2012 has been taken as the basis. Meticulous attention has been paid to the textbook to make it more learner-friendly and free from errors. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all of those who have contributed to the book as writers, editors, reviewers, illustrators and graphic designers.

October 2024

Prof. Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

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Lesson 1 Going to a new madrasah

After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences
- write short paragraphs

A Tamim has moved to a new city with his parents. He is going to a new madrasah and his new teacher has given him the following form to fill out. His teacher wants to know more about him.

Read the form and see what Tamim has written about himself.

1. My name is Tamim Chowdhury.
2. I am 11 years old.
3. I have brown eyes, brown hair, and I am 4 feet, 3 inches tall.
4. I am good at playing football and drawing.
5. My hobbies are collecting stamps and reading.
6. I like to read comic books and eat peanuts.
7. I really don't like any kind of soft drinks.

A1 Now, write down similar information about yourself.

1. My name is ______________.
2. I am _____ years old.
3. I have ______ eyes, ______ hair, and I am ______ , ______ tall.
4. I am good at ______________ and __________.
5. My hobbies are ______________ and _________ .
6. I like to ______________ and ______________ .
7. I really don't like ______________________ .

B Read the following passage about Tamim first day in the new madrasah.

My first day at the new madrasah was interesting. I was going to madrasah with my father in a rickshaw. We reached madrasah after fifteen minutes. My father said good bye and left me at the madrasah gate. I went in and found that everyone had gone to class. I walked into my classroom and found a seat. After sometime a teacher came and warmly greeted us. I found the students very friendly in my new class.

B1 Choose the right answer :

The passage is about

a who took Tamim to school the first day.

b how Tamim felt on the first day in madrasah and why he felt so.

c what happened in the madrasah on the first day.

B2 Match a word from Column A with a word (or words) from Column B that has (or have) similar meaning.

Column A	Column B
interesting	lovingly
frightened	amusing
happy	afraid
excited	glad
warmly	thrilled

B3 Talk about your first day madrasah and how you felt - happy, frightened, thrilled or shy. Work in groups.

B4 Now, write a paragraph on how you felt on your first day at madrasah and why you felt so.

C Read the following poem and complete this lesson with fun and laughter.

Let's Play

- Kate Greenaway

School is over,

Oh, what fun!

Lessons finished,

Play begun.

Who'll run fastest,

You or I?

Who'll laugh loudest?

Let us try.

C1 Notice the use of punctuation marks in the poem. Why are the exclamation marks (!), the question marks (?), and the full stops (.) used in these places?

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Lesson 2 Congratulations! Well done!

After completing the lesson students will be able to

- ask and answer questions
- read and understand written instructions
- participate in short dialogues and conversations on familiar topics

A We often use some routine expressions in our everyday conversations. Read the following conversations and see some of the different ways in which we can respond to a good or bad news.

i) *Lily goes to a madrasah in Dhaka and her parents live in a small town in Tangail district. Lily is talking to her father over telephone.*

Lily Hello, Baba!

Baba Lily? How are you?

Lily Fine, Baba. I just got my exam. result. I've got an A in my English test!

Baba Well done, son! I'm so proud of you!

Lily Thanks, Baba. By the way I have to go now. I'll call you again.

Baba Bye, son. Take care.

Lily You too, Baba. Bye!

ii) *Rahul is a good singer. He loves to sing folk songs and is quite popular with the young generation. His new album has just come out.*

Nina Hello, Rahul! You look very happy today!

Rahul : I am happy. I just heard that my new album of Kazi Nazrul Islam's Hamd and Nath songs has been a hit!

Nina : Oh, great! Congratulations!

Rahul : Thanks, Nina. I can't tell you how happy I am!

iii) *Manzoor is a student of class six in a Madrasah in Rajbari. Recently, there was an inter-school essay competition on the occasion of our Independence Day. Manzoor had participated and got a prize.*

Raj : Hello, Manzoor! What's the matter? You look excited!

Manzoor : You remember the competition, I took part?

Raj : Yes, I do. What happened?

Manzoor : I am happy that I've won the competition! In fact, I've won the first prize!

Raj : Oh, that's marvelous! congratulation!

Manzoor : Thanks, Raj.

Language Focus

When we are glad or happy to hear about any good news, we usually express our happiness with these expressions: **Congratulations**! **Well done**! That's **marvelous**! That's **wonderful**! **Great**!, etc. In return the other person usually says, 'Thanks' or 'Thank you'.

A1 **Discuss with a partner the meanings of:** *generation, album, hit* **as they have been used in the conversations above.**

The words *album* **and** *hit* **can be used in more than one meaning. Discuss in groups and see if you can guess the other meanings.**

A2 **Practise the conversations above in pairs.**

B Let's now see what we say when we hear about something not good or not happy. Read the following dialogues.

i) **Monir** : Hi, Sujan! Why didn't you come to madrasah last week?
Sujan : I had the flu. I was in bed most of the time
Monir : Oh, I'm sorry to hear that. How do you feel now?

ii) **Shakil** : Hello, Manik! Why are you so quiet today?
Manik : Did you see that pen my father gave me? I've lost it. It was very dear to me!
Shakil : Oh, I'm so sorry! How did you lose it?
Manik : I don't know! I think I dropped it somewhere.

iii) **Shanu** : Hi, Munira! Have you seen the result?
Munira : Yes. I've failed in my math test.
Shanu : Oh, that's bad luck!
Munira : I don't know how to tell my parents.
Shanu : I think they will understand. I know you'll do better next time.

Language Focus

When we hear about any bad news, we say, 'I'm sorry to hear that' or 'That's **bad luck'**, etc In response the other person usually doesn't say anything

B1 Practise saying the above conversations in pairs.

B2 Answer the following questions.

What would you say to somebody who:

a has won a lottery?
b has lost a football match?
c has just congratulated you on your good result?
d has been ill?
e has been selected for a music programme on TV?

B3 Work with a partner. Make short conversations on the situations given in B2.

Lesson 3 At a railway station

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- read and understand texts

A Read the following passage.

My friend Sajjad and I were sitting at the railway station. I came to see him off. Sajjad was going to Dhaka to his elder sister's house. It was very crowded in the station. There was a long line of people at the ticket counter. A woman was standing in the queue. She was holding her child's hand tightly. A group of young people was talking loudly and drinking tea in front of a tea stall. An old couple was trying to find a quiet place to sit down and rest. The waiting room was crowded, too. I saw a man who was trying to carry three heavy suitcases. A young lady was sitting on a bench with her luggage at one corner. She was reading a magazine.

My friend and I stood near a newspaper stall talking and watching the crowd around. Soon my friend's train started to leave. As the train whistled, he picked up his suitcase and we said goodbye to each other.

A1 Talk about what the speaker saw and did at the railway station. Use your own words.

A2 Match a word from Column A with a word in Column B that has an opposite meaning. One is done for you.

Column A	Column B
see off	light
long → short	busy
quiet	receive
heavy	drop
pick up	short

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A3 Look at the picture below. Talk about what things you see and what are happening.

A4 Suppose, you went to one of the places listed below. Describe what you saw, what were happening and what you did there.

i) A shopping place

ii) A bus station

iii) A fair

Lesson 4 Where are you from?

After completing the lesson students will be able to

- recognize word and stress on words in sentences
- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions

It is natural that when two persons meet they would continue their conversation. They may want to know where the other comes from, or what the other person does and so on. Here are some conversations in such everyday situations.

A Listen to and then practise the conversations below with your class friends.

i) *Mamun and his friend Akash have gone to a book fair. A lot of people have also come. They are all talking, laughing and buying books. Mamun introduces Akash to someone. Akash cannot hear his name. Because of the noise around.*

Mamun : Akash, I'd like you to meet ....

Akash : Hello! My name is Akash. I'm sorry, I couldn't catch your name

The stranger : James. James Collins. Nice to meet you.

Akash : Nice to meet you, too. Where are you from, James?

James : I'm from England.

A1 Imagine that you are at a bus/railway station. A friend introduces you to somebody. You couldn't hear his/her name properly for the sound around. Now, make a conversation among you, your friend and the new person.

ii) *Sometimes the same questions can be asked in a different way. Here is a conversation between an Immigration officer and a passenger at the Shahjalal International Airport, Dhaka. Listen to the conversation first and then practise it with a partner.*

Officer : Your name, Sir?

Passenger : Robert Smith.

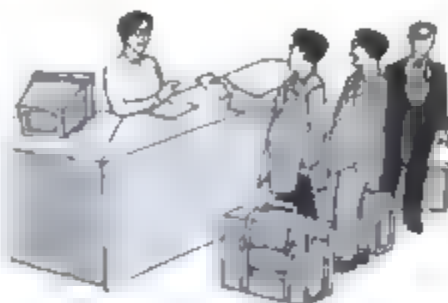
Officer : Where do you come from, Mr. Smith?

Passenger : Australia.

Officer : And where are you coming from now?

Passenger : I'm coming from London.

Officer : Welcome to Bangladesh, Sir. Have a nice stay.

Passenger : Thank you.

A2 In the above conversation the officer asks the passenger first time " Where do you come from?" and again he asks the passenger "And where are you coming from now?" Why?

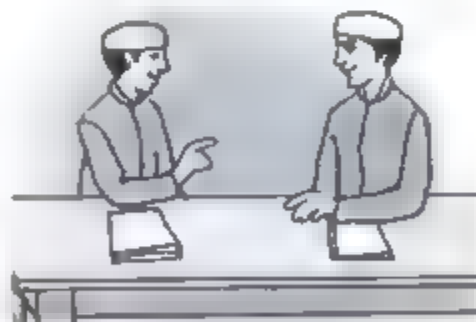
iii) *It's the first day in the new class after the annual exam. The boy sitting next to Rahim is a new student. Listen to and practise the conversation below.*

Rahim : Hello! I'm Rahim. I'm the class captain.

New student : Hi! My name is Sajed.

Rahim : Where do you come from, Sajed?

Sajed : I'm from Sylhet. My father got transferred here. That's why I'm here in Khulna.

Rahim : Well, I'm sure you will like Khulna and your new school.

Sajed	: I know I will. Will you be my friend?
Rahim	I'm already your friend!

A3 Rahim asks Sajed "Where do you come from, Sajed?" What could Rahim ask him instead?

iv) *Mamun and Akash are talking about Mamun's cousin Ruma Listen to and practise the conversation in pairs.*

Akash	: What does your cousin do, Mamun?
Mamun	: She is an architect. She mostly designs offices and shopping complexes.
Akash	: What is she doing at the moment?
Mamun	: Well, at the moment she is designing something different. She is designing a school building at the outskirts of Dhaka.

v) *Tahmina and her mother are sitting in their living room. Tahmina's mother Rabeya Begum is watching TV and Tahmina is reading a story book. Their neighbour's little boy is crying at the top of his voice*

Rabeya I just don't understand! That boy is screaming so much! Maybe he is hungry

Tahmina	: I don't think so. Maybe he is crying for his mother
Rabeya	: Why, what does she do?
Tahmina	She works part time at the Town Hall Library

A4 Listen to the conversation between Akash and Mamun, and between Rabeya and Tahmina again. What difference do you find in the questions "what is she doing at the moment?" and "what does she do?"

Language Focus

Notice that sometimes the answer to *"Where do you come from?"* or *"Where are you from?"* is the name of the country one belongs to. But when both the speakers are from the same country, the question would obviously mean what part of the country one belongs to.

Notice the difference between *"What do you do?"* and *"What are you doing?" 'What do you do?'* means the same as 'What's your profession?' On the other hand, 'What are you doing' refers to what you are doing at the moment, or something you are doing around that time

B Look at the pictures below. Ask and answer questions about what each person's profession is, and what he or she is doing at the moment.

Follow this model:

What's his/her name? What does he/she do?
What is he/she doing now?
At the moment he/she is ________.
He/she is not ____________ (not doing what he/she usually does, e.g. He is not seeing a patient)

Captain Harun, Pilot

Nadia Sultana, Student

Rashid Ahmed, Doctor

Shumana Chowdhury, Lawyer

Lesson 5 Thanks for your work

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts
- write short paragraphs

A Look and say. Use suitable words from the box to describe the occupation of each person below.

newspaper hawker	nurse	cleaner
rickshaw-puller	waiter	postman

1 2 3

4 5 6

A1 Choose appropriate words from the box to complete the dialogue below. Then act out the dialogue in pairs.

letters	restaurant	streets	place	morning

A : What does a cleaner do?

B : A cleaner cleans our houses, office and .... etc

A : What does a newspaper hawker do?

B : A hawker gives us newspapers every ....

A : What does a postman do?

B : A postman delivers .... and other items to us

A : What does a rickshaw puller do?

B : A rickshaw puller takes us from one .... to another

A : What does a waiter do?

B : A waiter serves food at the ....

B Read the text about Bulbul and answer the questions below.

Bulbul collects rubbish from the Sankar area in Dhaka. Every morning, he wakes up at 5 o'clock and walks along the streets of Sankar to collect rubbish. People of Sankar put their rubbish in plastic bins and leave them in front of their houses. Bulbul walks from door to door to collect them. Sometimes the bins are very dirty and they smell bad. But Bulbul does not mind. He takes out everything from the bins and puts them in his van. He believes that all jobs are important. He works hard every day to keep this area clean.

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Last month Bulbul was sick for two days So, he could not come to collect the rubbish The people of Sankar were in great trouble They got piles of rubbish waiting in front of their houses The whole area became dirty and unhygienic When Bulbul got well, he came back to Sanker He collected everything from all the bins Bulbul does not want to fall sick again He realises, if he stops working even for a few days only, the whole area will turn into a big dustbin

B1 Now, ask and answer the questions in pairs.

a) What time does Bulbul wake up?

b) Where do the people of Sankar put their rubbish?

c) Why does Bulbul think that all jobs are important?

d) What happened when Bulbul became sick?

e) What will happen if Bulbul falls sick again?

f) What will you say to Bulbul, if you meet him?

B2 Think of a person who helps you live well. Write a composition on this person. Now, answer the following questions.

a) What does he/she do?

b) How does his work help you live well?

c) What time does he/she start his/her work?

d) How does he/she do the work?

e) Does he/she like the job? Why/why not?

f) What will happen if he/she stops working?

g) What do you think about his/her job?

Language Focus:

Notice the verbs in the italics in the following sentences.

a) Bulbul *collects* rubbish from the Sankar area in Dhaka

b) Every day he *wakes* up at 5 o clock and *walks* along the streets of Sankar.

We talk about usual routines in simple present tense. In simple present tense, the verb takes an s or es if the subject is any one person/he/she etc

Notice the verbs in the following sentences in *italics*

a) The people in Sankar area *became* very upset

b) They *got* piles of rubbish waiting outside their house

All the sentences here talk about the past So, they are in simple past tense In simple past tense the verb is always in its past form (e g got, became, etc.).

B3 Underline all the verbs in text on Bulbul (B). Write down the past form of the verb in the present tense. Also write down the present form of the verb in the past tense.

One is done for you.

wakes up——————woke up

Lesson 6 It smells good!

After completing the lesson students will be able to

- ask and answer questions
- participate in short dialogues and conversations on familiar topics

A Read the passage and the dialogue below.

It's Sturday Mila's madrasah is open But Friday and Saturday are father's weekly holidays. Father sometimes loves to cook special dishes for everybody on Saturdays It's 2 o'clock - time for Mila to come back from madrasah Mother is setting the table Mila's two younger sisters are playing in the living room The doorbell rings Mila comes in.

Mila Hi, Mom! I'm back! Where's Baba?

Mom In the kitchen. Today is Saturday, remember?

Mila Right! Baba's cooking day! Hi, Baba! What are you cooking today? It smells good!

Baba It's 'moragpolau', dear, your favourite dish.

Mila Can I try some?

Baba No, you can't. You know the rule, don't you? Go and wash your hands first.

Mila Please, Baba. I'm coming soon.

Baba Ok. Here is your dish.

Mila Ummm! It tastes so delicious!

A1 Work with a partner. Ask and answer the following questions.

a. What's your favourite food?
b. Where do you usually have it?
c. Who prepares it?
d. How does it taste?

A2 Practise the conversation in section A with a friend. Remember to use proper stress and intonation (up and down movement of your voice).

A3 Fill in the blanks in the following sentences with the words in the box.

smell	see	look	know	like	want

a. I __________ him very well.
b. The new dress __________ great!
c. Rina __________ to collect stamps.
d. I can __________ a butterfly near the flowers.
e. The flower __________ sweet.
f. Murad __________ to buy a dictionary.

A4 Read the passage below and choose which verb form is appropriate. Underline the word you choose.

Shikha Banu ***works/is working*** as a waitress in a restaurant in Chittagong. She takes orders and serves food to customers. But today, the chief cook has suddenly fallen ill. So, she ***helps /is helping*** the other cooks in the kitchen. She ***makes /is making*** 'pudding'. She ***thinks/is thinking*** of her son, Priyam. How he ***loves/is loving*** pudding! She ***wants/is wanting*** to make a pudding for Priyam when she goes back home today. Suddenly she ***hears/is hearing*** someone says, "The pudding is done, apa. Shall I take it off the oven?" With a start Shikha Banu ***says/is saying*** "Oh, yes. Please do."

Lesson 7 Holding Hands

After completing the lesson students will be able to

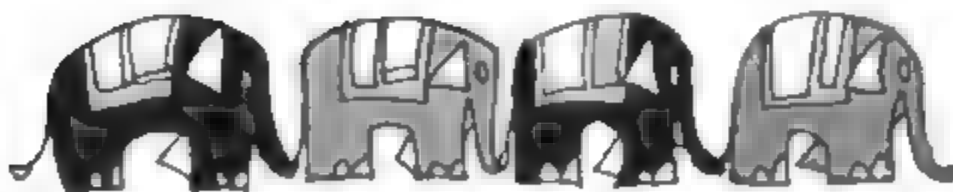
- recognize word and stress on words in sentences
- recognize intonation in sentences
- understand and enjoy stories and poems

A Listen and read.

Holding Hands

-Leonore M Link

Elephants walking
Along the trails
Are holding hands
By holding tails
Trunks and tails
Are handy things
When elephants walk
In Circus rings.
And when they walk
It never fails

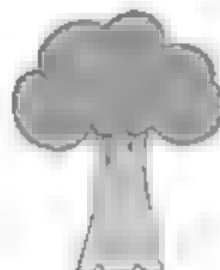
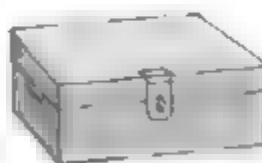
They're holding hands
By holding tails.

A1 Recite the poem in groups, in pairs and then individually.

A2 Look at the following words.
Each word has more than one meaning. The meaning in which a word has been used in the poem is given. Can you think of any other meaning or meanings?

Trunk : The long nose of an elephant

Ring A round confined area in which animals or people perform or compete. There are seats around the outside of the ring for the audience.

For example : *a circus ring or a boxing ring.*

A3 Now, match the words above with the picture below.

A4 Make sentences with each of the words.

Lesson 8 Grocery shopping

After completing the lesson students will be able to

- use word stress and stress on words in sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts

A Some guests will visit Imran's house tonight. So Imran's mother will cook dinner for them. She asks Imran to go to the local market. He often forgets to buy the necessary items. So his mother is making a shopping list for him. He is helping his mother make the list. Read the conversation between the mother and son.

Imran Maa, what do I need to buy?

Maa Well, see if we have enough potatoes?

Imran We have some potatoes but I don't think it's enough

Maa Then get half kg. of potatoes. How about tomatoes?

Imran I don't see any tomatoes

Maa Are there any other vegetables?

Imran Yes, there are some beans, carrots, cucumber and eggplants....That's all.

Maa Well, I'll need one kg. of tomatoes. Half kg. of beans and two cauliflowers.... Are there any eggs, dear?

Imran There are only three eggs May be I'll buy a dozen more?

Maa Humm oh, yes. . get some sugar, and milk and one litre of oil, too

Imran OK One litre of milk and one kg of sugar

Maa One more thing, dear You are forgetting your list' Here it is

Imran Oh' Thanks, Maa

A1 You have read the conversation above. Now, put a tick mark (✓) against the items that Imran will buy and put a cross mark (×) against the items he won't. Write the quantity of the items in the last column. (The first one is done for you.)

No.	Items	√/x	Quantity
1	Potatoes	√	½ kg
2	Tomatoes		
3	Onions		
4	Cauliflower		
5	beans		
6	Eggplants		
7	Eggs		
8	Oil		
9	Salt		
10	Sugar		
11	Milk		
12	Carrots		
13	Cucumber		

B Listen to and read the dialogues below.

Salesperson : Hello, how can I help you?

Imran : Do you have any beans?

Salesperson : Yes, we do. How much would you like?

Imran : I would like half a kg. And I'll also need one kg. of tomatoes, two kg. of potatoes, two cauliflowers, a dozen of eggs and some salt.

Salesperson : Do you need oil, sir?

Imran : Yes, I need a litre of oil.

Salesperson : Do you need anything else?

Imran : Umm . . . let me check. (looks at the list). Oh, yes, could I have some sugar and milk?

Salesperson : Sure. How much milk do you want?

Imran : Just one litre, ...and one kg of sugar, please.

Salesperson : Ok, let me find all the items for you.

Imran : Thanks. Please put them in a paper or jute bag.

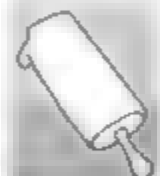
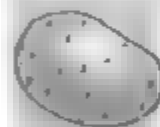
Salesperson : Sure! We don't use plastic bags here. Here you go! I"ve put all the items here.

Imran : Thank you. How much is the total?

Salesperson : The total comes to Taka five hundred and thirty-five.

Imran : Here is five hundred and fifty.

Salesperson : Thank you. Here is the change, fifteen taka. Have a good day!

Imran : Thanks, Bye.

B1 Discuss the following questions in pairs.

a. How many items did Imran buy?

b. What varieties of vegetables were available in the market?

c. Why do you think Imran asked the salesman to use a paper bag? Discuss with your class friends and then write down one or two reasons

d. "Thank you, here is the change, " What does the word 'change' mean here?

B2 Read the sentences/phrases in the eight speech bubbles. Put them in the right order (1 to 8) to write down the conversation in your notebook.

C **Discuss in pairs how you talk about quantities when you go shopping. Match the phrases in column A and the items in column B below to make an imaginary shopping list. Write down the list in your notebook. (One phrase may match more than one items.)**

A	B
a can of	poster paper
a loaf of	bread
a packet of	paint
a tube of	facial tissue
half a kilo of..........	cake
a dozen................	honey
a box of	eggs
a roll of	chocolates
a	toothpaste
a jar of	note book
a sheet of	pencils
	coke

C1 **Look at your shopping list again. Can you say which items are available in what kind of shops? There are different shops such as the grocer's, baker's, stationer's, etc. selling different things. Put the items under the proper headings in the table below.**

Grocer's	Baker's	Stationer's
a dozen of eggs	A loaf of bread	A tube of paint

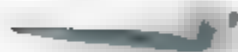
D Work in groups. Create a mini market in the classroom. Put some signs like the Baker's, the Grocer's, the Stationer's etc. Some of you play the roles of shop assistants and some others will be customers. Now the customers move round the room from one shop to the other asking the prices of the items shown in the pictures below. Use the following model.

A shopping day:

A : Have you got any noodles? / Do you have any noodles?
B : Yes, I have. / Yes, I do.
A : How much are they?
B : Taka twenty five a packet.
A : Can I have two packets, please?
B : Here you are. That's taka fifty altogether.
A : Thank you.

pencil box Tk 180

Biscuits 35/pack

Eggs Tk 110/dozen

Toothpaste Tk 40/tube

Pencil set Tk 90

A calculator Tk 250

A loaf of Bread Tk. 35

Onions Tk 40/Kg

Cake Tk 400/kg

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Language Focus: some and any

We use 'some ' with positive statements.

Example

I've got some photographs. I need some milk.

We use 'any' with negative statement.

Example

I haven t got any photographs. I don't see any student there

We use 'any' with questions.

Example

Have you got any photograph? Is there any water in the jug?

E Fill in the blanks with 'some' or 'any'.

1) Are there ______ flowers in the garden ?
2) Yes, these are _______ roses and ______ lilies.
3) What about jasmine ? Are there ______ jasmines ?
4) No, there aren't ________ jasmines.
5) Do you have ______ idea why I'm asking you all these?

Lesson 9 Health is wealth

After completing the lesson students will be able to

- ask and answer questions
- participate in dialogues and conversations on familiar topics
- read and understand written instructions
- read and understand texts

A Choose a health problem from the box and write next to the appropriate picture. There are names of more problems in the box than are necessary.

a fever, a backache, a cough, a headache, a toothache, a skin injury, a stomachache, a cold, a burn

A1 Work in pairs. Ask and answer the following question.

- Have you had any of these or any other health problems recently? Which ones? or what?
- How many times had you been sick in the last year?
- What do you do when you have a headache or a cold or a toothache?

B **Look at some health problems. Choose several pieces of good advice for each problem. There are more pieces of advice than problems.**

Problems	*Advice*
1 a cough	a. take some vitamin C
2 a backache	b. put some ointment on it
3 a fever	c. drink lots of liquid
4 a toothache	d. take enough rest
5 a headache	e. put a heating pad on it
6 a burn	f. put it under cold water
7 the flu	g. take some paracetamol
	h. gurgle with warm and salt water
	i. see a dentist
	j. see a doctor

C **Work in groups. Talk about the problems in section B and give advice. Try to give more than one piece of advice for each problem. Follow the model shown.**

A : What should you do for a cough?
B : You should gurgle with warm water.
C : It's a good idea to take some vitamin C
D : Yes. And if it continues for long, you should see a doctor
E : Well, I think it's good to avoid cold drink or ice-cream
F : Sometimes it helps to ......

D Work with a partner. Make a short conversation about each problem and its remedy in the box below.

Problem	Remedy
an insect bite	*antiseptic*
a stomachache	an antacid
a burn	Burnol ointment
a skin injury	antiseptic

A : Have you ever had an insect bite?

B : Oh, yes! I had one just last night, actually.

A : What did you do?

B : I put some antiseptic on it.

E Read the text.

A proverb says 'Health is Wealth'. To keep healthy is to keep free from disease and anxiety. Good health is proper functioning of all body organs. It is also feeling well both in body and in mind. People in good health are active, cheerful and happy. If you are healthy, you can be happy and can help others in society as well.

To keep in good health we should be careful about hygiene. The rules and practices of keeping good health are called hygiene. We must practise the rules of hygiene. Proper food and nutrition, physical exercise, rest and sleep, cleanliness, and proper medicare are essential for good health.

Some important rules of good personal health are as follows

a. *Balanced diet:* Our food should contain correct proportion of carbohydrates, fat, protein, vitamins, minerals and water in it.

b. *Personal hygiene* We should follow the personal health practices, such as,

- Wash your hands before eating
- Bathe regularly and wear clean clothes
- Brush your teeth twice regularly
- Do not let your nails grow long. Cut them regularly
- Wash your feet and hands before going to bed.

c. *Cleaning household* We should keep our household and environment clean

d. *Taking clean food and water* Our food should be fresh, clean and properly cooked, and water should be pure.

e. *Taking regular exercise* We should take part in games and sports and take physical exercise regularly

f. *Taking regular sleep and rest* We should sleep properly and take proper rest

E1 Answer the following questions.

1. What do we mean by hygiene?
2. What are essential for good health?
3. What do we mean by balanced diet?
4. What are the rules of personal hygiene?

F Listen to the conversation and fill in the blanks with suitable words.

Sohan : Hi, Simon! You look so fit! Do you exercise regularly?
Simon : Yes, I do. I'm quite .... about fitness.
Sohan : So, how .... do you exercise?
Simon : Well, I do jogging everyday in the ..... . Then I play table tennis in the afternoon
Sohan : I like table tennis, too.
Simon : Oh, will you come to play .. .... then?
Sohan : Sure. But .... do you play?
Simon : Pretty well, I guess.
Sohan : All right. But I'm not very good.
Simon : No problem, Sohan. I won't play

F1 Listen to the conversation again and then practise saying it in pairs.

F2 Read what Simon says about his physical exercise programme.

I'm Simon. I love to exercise. I usually exercise every day. I get up early in the morning and do jogging for half an hour. Almost regularly, I play table tennis in the afternoon. Sometimes, I play football. Once a week, I do yoga.

F3 Now, write about what you usually do or would like to do to keep yourself fit.

G Write a short paragraph on the rules of good health. Take your cues from E.

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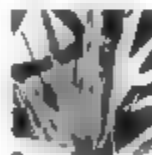
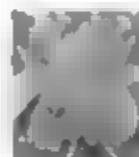
Lesson 10 Remedies: modern and traditional

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- write short paragraphs

A Look at the following pictures. Discuss with your partner what they are. Match them with their names given in the box.

paracetamol	holy basil/tulsi	antacid	honey
neem	savlon	turmeric	aloe vera

B Read the following text.

People around the world are slowly changing their attitude towards medicine. More and more they are turning to natural cures. Natural cures are made of natural things, most often herbs and plants. History says that natural or herbal remedies are nothing new. People used them all along in different ages. Herbal medicines were used in ancient civilizations like India, China, Greece, Egypt, and Rome. Some ancient treatment systems are still in practice today. They have come down through generations.

For a minor burn injury the doctor may prescribe you a tube of ointment. But for the same, your grandma may put some aloe vera or use cold water. If children have cold in our country, grandmas give them honey and tulsi leaves to eat. And it works too. If you have a minor cut or wound, grown-ups may put some turmeric, marigold or aloe vera on it. Rural people usually use garlic, neem or turmeric to cure skin problems. With experience they have seen that these remedies work. Moreover, they are easy to get, are cheap and most often are without any side effects.

B1 Find out the items for natural cures and chemicals. write the names of natural cures in column A. In the column B, write the items that are chemicals.

Column A (Natural cures)	Column B (Chemicals)
honey	savlon

B2 Answer the questions.

1. What are natural cures made of?
2. Are herbal cures modern inventions? Explain your reasons.
3. Which civilisations are known for herbal treatments?
4. What natural remedies are used for cold? Can you add any more natural treatment for cold?
5. What herbal cures are used for skin problems?

C Work in pairs. Complete the following expressions with words from the box.

bottle	box	can	package	tube

1 a .... of ointment
2 a of aspirin
3 a ... ... of bandage
4 a ... . . . of foot spray
5 a of tissue

Now write down some sentences using these phrases.

D Read the dialogue and practise in pairs.

Pharmacist : Good morning. Can I help you?
Mr Arman : Do you have anything for dry skin?
Pharmacist : Well, you may try this new body lotion. It's good. Or, you can try this brand of Olive oil. Olive oil is also good for dry skin.
Mr Arman : Well, I think I'll take the lotion. How much is it?

D1 Work in pairs. Read the following situations and then make short conversations for each situation using *can, could, may, should*, etc. where necessary.

1 You want your teeth to be strong. Ask for a good toothpaste. Your partner will suggest or offer one.
2 Decide first what you want to buy and ask for it. Your partner does not have what you want but he/she has something similar.
3 You have slightly cut your finger. You ask for something to put on it. Your partner suggests 'Bandaid'.
4 Your mother has a headache. You ask for a medicine. Your partner gives you 'Vicks'.

E People with a cold, a fever, or the flu often go to the doctor for help. But many people in our country also use home remedies for common illnesses. Read about some simple home remedies and answer the following questions.

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Cough

For children's cough, grandmas give two tea-spoons of basil leaf/tulsi juice with one spoon of honey. It works excellent.

Some people take grape juice and honey too. It is also good for dry cough. Hot milk with honey is also useful in cough problems. You can take ginger tea which is also a useful home remedy for cough.

Cold

Lemon juice is good for any cold because it contains vitamin C. Vitamin C increases body resistance. Lemon juice, hot water and honey together work well in healing common cold.

Toothache

In normal toothache, keep a clove in your mouth. Place it in between the aching teeth and suck on it. You can even apply clove oil on the affected tooth.

Garlic also cures toothache. Place a clove of garlic on the aching tooth and munch mildly. Its juice will work as a relief.

A pinch of pepper powder mixed with common salt works well on the aching tooth. It's especially effective against the increased sensitiveness of the teeth.

Headache

Eating apples give good result in headaches. While eating, add a little salt to it.

When headache is caused by cold winds, cinnamon works the best. Make a paste of cinnamon by mixing in water and apply it on your forehead.

E1 Learn these words:

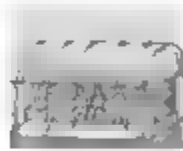
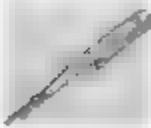
ginger, resistance, clove, garlic, pepper, cinnamon, sensitive, munch, pinch (as used in the text)

E2 Do you know any other home remedies that people use in our country? Ask your parents / relatives and make a list of such remedies other than the items given in your text.

Lesson 11 Are you listening?-1

After completing the lesson students will be able to

- recognize English sounds
- recognize word and stress on words in sentences
- recognize intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation

A Listen to and read the following words.

shed	shade
pepper	paper
test	taste
wet	wait
pen	pain
man	mane

A1 Do you notice any difference between the vowel sounds in the words on the left column and the vowel sounds in the words on the right?

Listen to and repeat the sounds in Section- A again.

A2 Read the following sentences first. Notice the underlined words carefully.

Then listen to and repeat the sentences pronouncing the underlined words properly using the vowel sounds you just practised in section A.

a. I met Benu and her room-mate in the book store

b. They were buying some papers and pens

c I remember her friend s face, but I can't remember her name

d. Later, I met them again the same day at the bus station

e They were waiting for some friends to come.

A3 Practise saying the following words.

west	waste
debt	date
let	late
get	gate
tell	tail

A4 Read the following sentences. Add 'e' to the underlined word in each sentence to make a new word. Now, fill in the blank in the sentence with the new word. One is done for you.

a. Can you please buy me a new *cane*?

b. I to ask you, but can you buy me a hat, too?

c. I lost both at the canteen where I . lunch yesterday.

d. Sam, my friend, was having lunch at the . canteen

e. He was mad at me because I .. him go back and look for my things later

Lesson 12 An unseen beauty of Bangladesh

After completing the lesson students will be able to
- ask and answer questions
- read and understand texts
- write short paragraphs

A Discuss the following questions in pairs.

1 Have you ever visited any interesting tourist spot in Bangladesh?

If you have, what was that place What special attractions did you see there?

If you haven t, what places do you wish to visit? What special attractions will you see there?

2 Which of the following activities would you like to do while visiting a tourist spot?

sight seeing, taking photos, having picnic, shopping, collecting souvenirs, others .. ..

B Now read the text on Birishiri, a quiet and less known tourist spot located in the north-eastern border of Bangladesh.

Bangladesh is a small country but it is gifted with unlimited natural attractions Only some of these eye-catching destinations are known to us But there are many other areas lying in the green, remote countryside that are less-known to us Shusong Durgapur of Birishiri is one of such places

Shusong Durgapur has an amazing landscape It is located on the bank of crystal clear Someshwari river and is close to the Garo hills You can see the hills of Indian state of Meghalaya from here The nature has unfolded its glory in this small, rural landscape Here you can see the ceramic mountain leaning against the sky, the blue water of the pictorial

mountain-valley, the modest movement of the river Someshwari, and the abandoned coal mines There is another river here called Kangsa which is also known as old Someshwari.

Shusong Durgapur is located under Netrokona district about 170 km north from Dhaka. Along with its scenic beauty this place is home to diverse indigenous groups: Hajong, Garo, Achik and Mandi The cultural academy in Durgapur is responsible for preserving and promoting the culture and traditions of these indigenous groups.

The main attraction of Birishiri is the ceramic hill of Durgapur and the charming landscape along the Shomeshwari River The river changes its color as the seasons change Among other attractions are the palace of the Susang king, the Dasha Busha Temple, Orange Gardens, Shal forests and the Ramkrisna and Loknath Baba Temples.

The best way to get to Birishiri is by road from Dhaka You can find direct bus to Birishiri from Mohakhali bus stand, Dhaka. It usually takes 5 to 6 hours to get there When you are there you can go around the town by rickshaws The rickshaw pullers know all the places very well

B1 Complete the dialogue below and act it out in pairs.

A : Are there any rivers in Birishiri?

B Yes, there are There are two rivers, the Shomeshwari and Kangsa.

A : Are there any hills in Birishiri?

B : Yes, ……. is. It's called ….

A : Can I see any other hills from there?

B Yes, you . You can see the hills of . state from there

A Are there any temples there?

B Yes, there . You can see the Dasha Busha Temple and the . . temples there.

B2 Discuss the following questions in pairs.

1. In which district is Shusong Durgapur located?
2. How far is Shusong Durgapur from Dhaka?
3. What is the function of the cultural academy of Durgapur?
4. How can you get to Shusong Durgapur from Dhaka?
5. Why is Shusong Durgapur called an unseen beauty of Bangladesh?

C Match the phrases with the meanings.

Phrases	Meanings
1. eye-catching destinations	a. see-through
2. green, remote countryside	b. means of travelling from one place to another
3. crystal clear	c. places that draw one's attentions
4. pictorial mountain-valley	d. gentle flow
5. modest movement	e. a rural and distant place full of plants and trees
6. alluring natural loveliness	f. a plain land between two hills that looks like a picture
7. modes of transportation	g. the loveliness of nature that appeals to a viewer

D Write a passage on a place of tourist attraction that you know.

Lesson 13 **Our pride**

After completing the lesson students will able to

- read and understand texts
- ask and answer questions
- write short paragraphs
- participate in short dialogues and conversations on familiar topics

A Read the following passage.

December 16 is a remarkable day for Bangladeshi people. On this day in 1971, Bangladesh got independence after a nine-month-long blood-soaked battle against the Pakistani army. It is a day of national pride as well as a day of commemorating the sacrifices of the millions of Bangladeshi people. Pakistani army killed three million people and raped thousands of women.

Victory Day is celebrated with great enthusiasm across the country. The day begins with a 31-gun salute at dawn, followed by the hoisting of the national flag at government buildings and private institutions. Different political, cultural and educational programs are organized to pay homage to the martyrs of the war. The entire nation celebrates the day with colorful flags, banners and parades.

The National Parade ground hosts a grand military parade where the president, the prime minister and dignitaries from government and non-government sectors join. The National Martyrs' Memorial in Savar, our

monument dedicated to the soldiers and civilians who lost their lives during the war, becomes a focal point for citizens to pay their respects. People from all walks of life gather to offer flowers, recite patriotic songs, and recall the sacrifices made by the nation's heroes

A1. Write the meanings of the following words:

Homage, Martyrs, Dedicate, Patriotic, Sacrifice, Commemorate

A2. Answer the following questions.

a. What is the significance of our victory day?
b. Why do we pay homage to our martyrs?
c What is the name of the monument situated at Savar?
d How many people have sacrificed their lives for our country's liberation?

A3. Make a list of the patriotic songs that encouraged our people during the Liberation War of Bangladesh.

B Listen to the dialogue from a CD or as your teacher reads it out and fill in the gaps.

Teacher Well students, how do we celebrate our national days?

Shanta We go to the . on . . . . We go to the Jatiyo Smritisoudho at on .. and .

Teacher Great! But do you know the English of Jatiyo Smriti Soudho?

Shanta Yes, ma'am. It's ………… Mausoleum.

Teacher Very good. Have you ever been to our National ……………..?

Shanta Oh yes, I went there last year on the . ,
on 16 December

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Teacher What did you do there?

Shanta Well, I went there with my and my brother
Many people were there' Everybody went there
to pay .... to the liberation war martyrs. We were
in a long queue. We had flowers with us.
We .... wreaths of flowers
before the mausoleum My parents took me to the
mass graveyards They told us about the sacrifice of
our people for our . I was
very .... to see the mass graves. I
prayed for the souls of the martyrs.

Teacher Yes, we should never forget their ..
What else did you see there, Shanta?

Shanta I saw all kinds of people there- old and young, men, women,
and children, politicians, workers, teachers, diplomats,
. . ... . All came to
pay .... to the freedom fighters.
I saw some ....

Teacher Really? Were you excited?

Shanta Oh, yes! I shook hands with them and gave
them some flowers

Teacher You must have felt very .... We all should love
and respect them. They are our source of inspirations

C Read the words in Column A. They are used in the text above. Match them with their meanings in the Column B.

Column A	Column B
celebrate	cemetery
wreath	freedom
graveyard	to give up
independence	observe
martyr	garland
sacrifice	encouragement
inspiration	a person who died for a religious or political belief or cause

D Work in pairs and take an interview of your partner. Use these cues.

i) Do you have any experience of a great day?

ii) What was it for?

iii) Where did you go?

iv) Who accompanied you?

iv) What did you do?

v) Why was it great/special to you?

E Use the cues in Section D and write a small paragraph on how your partner celebrated a national day.

F Write your own experience about the day. Mention what day you celebrated; what exactly you, your teachers, and your friends did; and what your feelings were on that day.

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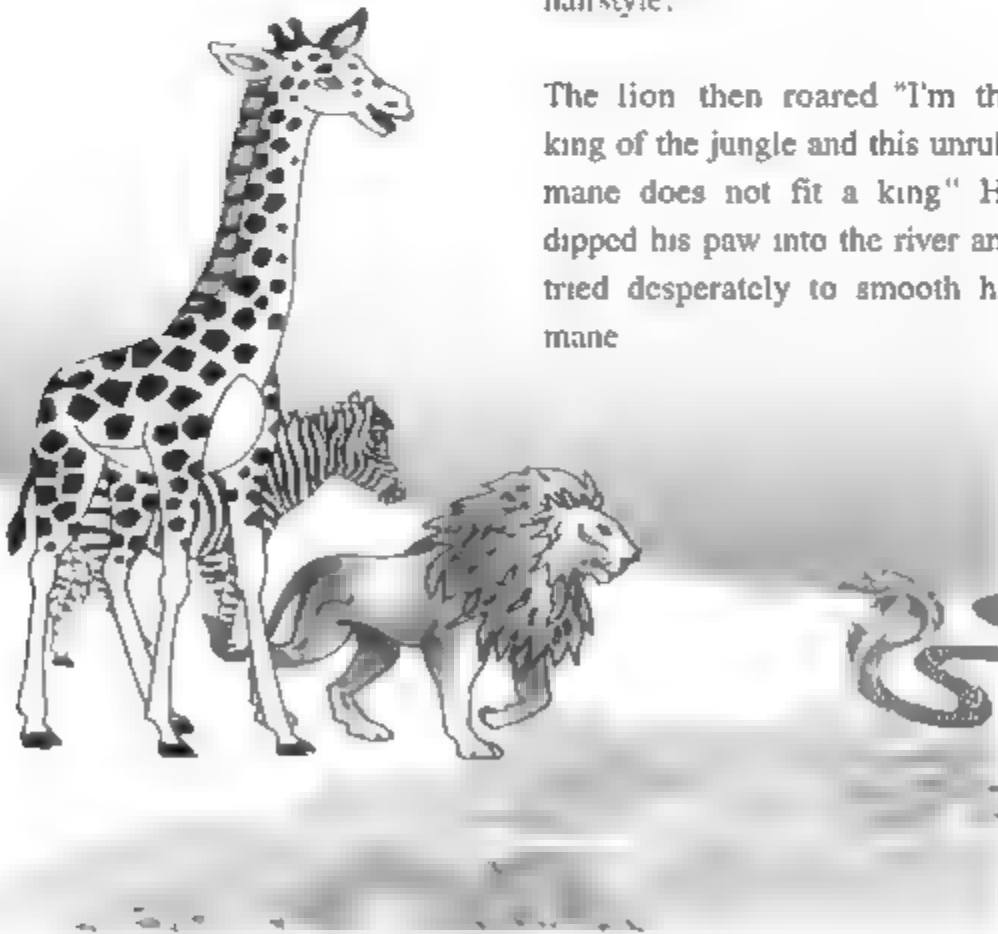
Lesson 14 The lion's mane

After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences

A Read the story.

Once, a lion was sitting beside a river. Suddenly he looked at his own reflection and thought "My mane is too old. I need a new hairstyle!

The lion then roared "I'm the king of the jungle and this unruly mane does not fit a king" He dipped his paw into the river and tried desperately to smooth his mane

"Flap it all up. That will suit you!" the zebra said. "Yes, it will even look better with a bit of colour to match your moustache," the giraffe added. "What about a few ribbons?" the vulture asked. Then cried the hyena "I know, a paper crown is what you need!" A snake was passing by silently. Seeing the king there he simply raised his head.

"What do you think I should do, snake?" The king asked.
"If a king is a wise king, nobody cares about his hairstyle," The snake said with a hissing sound.

The king stared at the snake for some time. Then he smiled and kissed the snake.

"Oh, why am I so vain? Am I not the king of the jungle?" roared the lion. He shook his head from side to side to shake his mane back into place. "From now, on I promise to be a wise king and not bother about my looks!" the lion roared.

(Written by Janet Allison Brown)

A1 Match the words in Column A with the meanings given in column B.

Column A	Column B
mane	a line of hair that some people have on their upper lip
roar	move quickly
unruly	lift or move upwards
flap	a sound like a long 's'
moustache	the long hair on the neck of a horse or a lion
raise	to make a very loud, deep sound
hissing sound	difficult to control or manage

A2 Answer the following questions.

1. Why did the lion want to change his hairstyle?
2. What was the giraffe's suggestion?
3. Do you agree with the snake's comment? Why/Why not?

A3 Every animal has something that makes it different from others. Now, match the words in column A with the words in Column B to know the different marks of some animals. One is done for you.

Column A	Column B
Lion	wool
Elephant	trunk
Zebra	stripes
Sheep	horns
Buffalow	pony tail
Horse	curved tail
Dog	scale
Fish	mane

B Here is a puzzle for you.

Can you say which baby is born with a moustache?

Lesson 15 An old people's home

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs

A Read the text below.

Mariam is a student of class six in a government school in Rajshahi. Her mother works in an office and her father is a businessman. Mariam is very fond of her aunt, her father's sister, Suraiya Begum who lives in another part of the same town. On Fridays she often goes to her aunt's place and spends time with her.

Suraiya Begum is a retired school teacher. She is a widow and lives alone. Her husband died three years ago. Her two daughters are married and live with their families abroad. They talk to her over telephone and come to visit her whenever they get time.

Suraiya Begum has a lot of free time. She spends her time in reading books, watching TV, visiting friends and relatives. Sometimes she writes letters to her old colleagues. But now a days she often gets bored of doing all these things. She wants to do something more meaningful, something that would do good to others. She is planning to establish an old people's home in her locality. She knows some elderly people live all alone. They have no one to take care of them. They often feel helpless and miserable. They need care and support.

As part of her plan, Suraiya Begum starts to visit families. She talks to a number of people. She tries to find out the problems of elderly people in their families. She understands that old people are lonely and often they become sick. They have nobody to look after them.

On Fridays, she often takes Mariam with her on these visits. Mariam

has already become very friendly with some of the old men and women. They all love Mariam very much. She tells them about her school and friends, her studies, her family. And they often tell her funny stories, fairy tales and ghost stories.

A1 Read the text carefully again and match the words on the left with the words on the right that have similar meanings.

bored	woman whose husband has died and who hasn't married again
miserable	a person with whom one works in a profession
colleague	feeling tired because one does not find interest in something
widow	help
support	very unhappy

A2 Read the following sentences and say if they are true or false. If false, then give the right answers.

a. Suraiya Begum spends most her time taking care of her family.
b. She wants to set up a school for adults who cannot read or write.
c. There is already an old people's home in the town.
d. Mariam enjoys spending time with her aunt.
e. The old people Mariam visits do not like children's presence.

B Read the following letter.

Suraiya Begum needs many people's help to make her dream come true. She sits down to write a letter to a friend who was her colleague and who now lives in the next town.

Dear Sharmila,

How are you? I'm writing to share with you a plan that I have. I know some old, physically weak and lonely people in our town. Some of them are quite well-off and some are not. But they all share one common thing that is they live alone and have no one to take care of them in sickness. Sometimes they don't have anybody to talk to.

I have a plan. I want to set up a home for the old people where they would live like a family and we can be a part of that family, too. I need your help because I know that together we can do a lot.

Write to me soon. I'll wait eagerly for your reply.

Your friend,
Suraiya

B1 Answer the following questions.

a. Who is the writer of the letter?
b. Who is she writing to? What is the relationship between the two?
c. Does the writer have any particular reason for writing this letter?
d. Do you think what Suraiya Begum wants to do is her profession, or is it a community work? Why do you think so?

B2 Work in groups. Think of some good work that you can do for someone around you. What are they? Now, write two or three sentences about what you can do for them.

Cues: teach, help in doing something, clean, etc.

Lesson 16 Boats sail on the rivers

After completing the lesson students will be able to
- recognize English sounds
- recognize intonation in sentences
- understand and enjoy stories and poems

A Listen to, read and then recite the poem.

Boats sail on the rivers

- Christina Georgina Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

A1 What bow is the poet talking about when she says, 'But the bow that bridges heaven'?

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Lesson 17 **Are you listening?-2**

After completing the lesson students will be able to

- recognize english sounds
- recognize word stress and streas on words in sentences
- recognize intonation in sentences
- use English sounds appropriately
- use proper intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation,

A. Read the following poem out loud. Be careful about how you pronounce each word, as the spellings and sounds can be quite tricky!

The Chaos

I take it you already know
Of tough and bough and cough and dough?

Others may stumble, but not you,
On hiccough, thorough, slough and through

Beware of heard, a dreadful word,
That looks like beard but sounds like bird.

And dead. It's said like bed, not bead --
For goodness' sake, don't call it deed!

Watch out for meat and great and threat…
They rhyme with suite and straight and debt.

A moth is not the moth in mother,
Nor both in bother, nor broth in brother

And here is not a match for there,
Nor dear and fear for bear and pear,

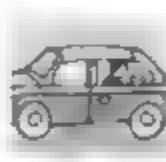
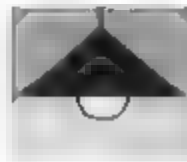
And then there's dose and rose and lose --
Just look them up -- and goose and choose

A dreadful language? Why, sakes alive!
I'd learned to speak it when I was five.

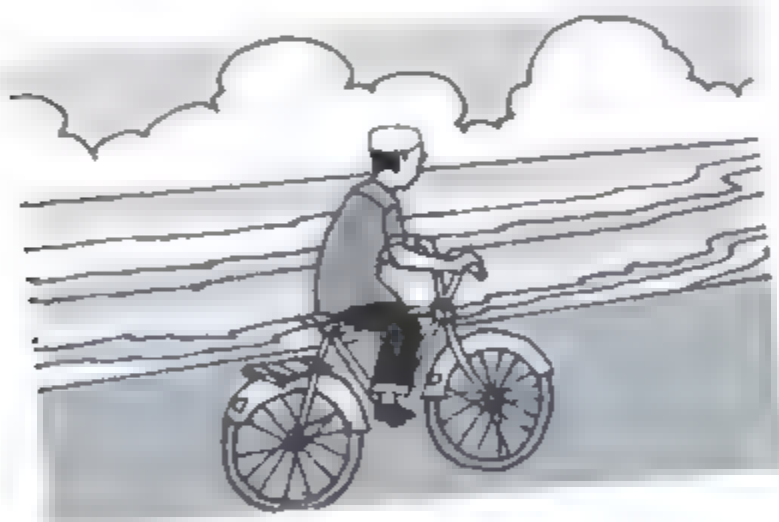
And yet, to write it, the more I tried,
I hadn't learned it at fifty-five.

Gerard Nolst Trenite

A1 Underline the words in the poem which have the same letter combinations in their spelling, but different pronunciation. Practice saying them with a friend.

A2 The words "alive", "five", and "write" from the poem have the same vowel sound. Now, read and listen to some other words that have the same sound as these.

A3 Read the sentences below and choose the right words from the list of words in the box to fill in the blanks.

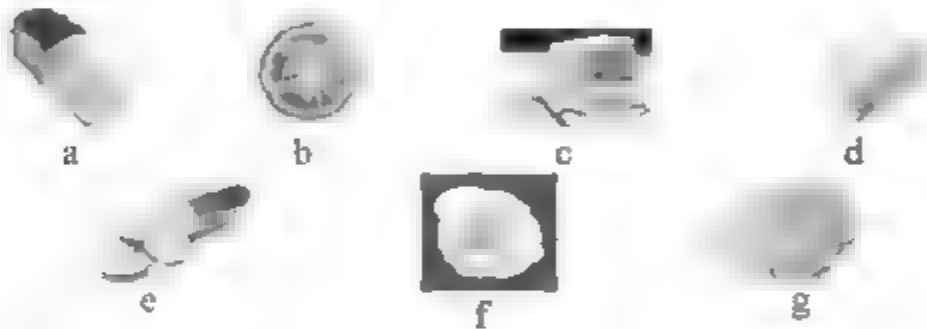
nine time fine five ride side bicycle night tide rise

Mike is a ______ young accountant. He works from ______ to ______ in a government office. In his free ______ he loves to ______ his ______ along the sea ______. He often comes to the sea beach at ______. He loves to watch the moon ______ in the sky and the ______ come in.

A4 Read the sentences in the passage above loudly. Pay careful attention to the vowel sounds.

Lesson 18 Make your snacks

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts

A Mrs Nilufar Ahmed is teaching her son Adib how to make easy snacks at home. She is reading a set of instructions from a recipe book. First look at the pictures of the things you will need to make a chicken sandwich and match them with their names in the list of ingredients below.

List of ingredients

1. Two pieces of bread
2. Cucumber- 2/3 slices
3. Tomato- 1/2 slices
4. Butter or mayonnaise
5. Egg (boiled/fried)
6. Lettuce
7. One slice of cheese

How to make

1. First, take two slices of bread
2. Spread the butter thinly on one side of each slice
3. Then, put a slice of cheese on the buttered side of the bread
4. After that, put egg on top of the cheese.
5. Next. arrange slices of cucumber and one tomato on the egg
6. Later, place the other slice of bread on top

   Your sandwich is ready now.

   If you want, you can cut the sandwich into two halves and serve

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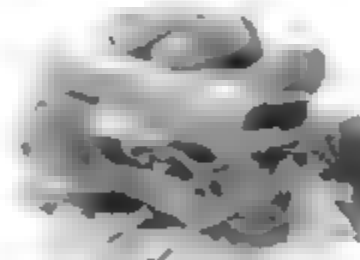

Handy Hints

1 Remember to wash and dry all vegetables before preparing them
2 Be extra careful when handling sharp knife.
3 You may wish to choose a variety of fillings for example, 4 slices of cucumber, 1 slice of meat such as chicken loaf or meat loaf, mustard and so on.

A1 Fill in the blanks and complete the instructions for making a sandwich.

1. First, take two slices of ____________________.
2. Second, spread ________________________ on one side of them
3. Then, put one slice of __________________
4. After that, put
5. Later, arrange one slice of ____________ and ____________.
6. Finally, place the remaining slice of ______________________ on top of another and serve.

B Here is a recipe for making an omelette. Complete the recipe by replacing the pictures with words from the box.

A recipe: how to make the perfect Omelette

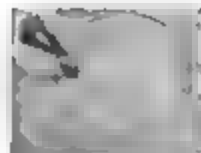
Use a minimum of per omelette. Break the eggs in a small . Put one of water and just a little salt in the bowl. Add slices of and . Beat the mix with a well. You need a little bit of . Put oil in a . Then the oil. When the oil is hot the egg, onion and chilli mix into it. Spread the mix round the pan. Leave the mix in the pan for 2-3 minutes. As it thickens turn it in folds with a flat spoon. Your is ready. Take the pan off the .

omelette	pour	cooking oil	fork	frying pan	heat
spoon	four eggs	onion	stove	pour	chilli

B1 **Notice some of the words that you have used in the omelette recipe above e.g heat, beat, pour etc. We use these words to describe what we do while preparing foods. Look at some more examples of them. Can you match each action word in the box with a picture?**

break

beat

boil

chop

fry

pour

stir

slice

C Now, use some of the verbs above to write a simple recipe for making instant noodles.

1. First, _____________ water into a pot.
2. Put your pot on a stove and _____________the water for two minutes.
3. _____________ some onions and a green chilli thinly.
4. Then, add noodles into the water.
5. _____________ gently with a spoon.
6. Add the spices that come with the noodles.
7. Add the onions and green chilli.
8. Serve the noodles in a dish.
9. _____________ an egg and add it on top if you want.

Lesson 19 Stop, look and listen

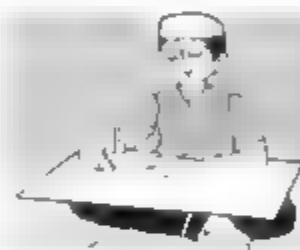
After completing the lesson students will be able to

- read aloud texts with proper pronunciation, stress and intonation
- read and understand texts

A Read the following verse.

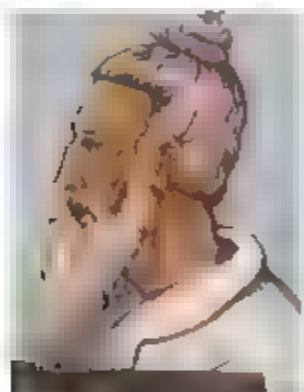
"Stop, Look, and Listen"
Is a very good rule to use
Not just before you cross a street,
But when you look for clues.

A1 Did you enjoy the poem? Discuss with a partner about what the poet is trying to say here.

B Quickly read the following text with blank spaces only once. Then listen to the audio file or what your teacher reads out to fill in the blank spaces.

Last week, for my _______ , I got a little white-board and a package of colored _______ . I took it to school and _______ to my teacher. I said that if I _______ on the little white-board at my desk, I could _____ more carefully. My teacher said there are _______ ways to improve one's _______________. But she said it would be all _______ to try it out. I had a terrible ______ trying to write as _______ with chalk as the other children were writing with _________. I held the chalk so _______, it kept breaking in _________. When the lesson was over, I was totally _______. My wrist felt numb. I wrote this ______ on my whiteboard and left it on my desk. The chalk was too _______ and holding it was too _______ ! I'll try to find some easier _______ to improve my writing.

Lesson 20 Hason Raja: The mystic bard of Bangladesh

After completing the lesson students will be able to
- read and understand texts
- ask and answer questions
- read aloud with proper pronunciation, stress and intonation

A. Look at the pictures below. Do you know who they are or anything about them?

A "bard" is one who writes poems and songs. A "mystic" is one who seeks truth and strives to become united with God through prayer and meditation.

The pictures above are of three renowned mystic bards of Bangladesh, Lalon Shah, Hason Raja, and Shah Abdul Karim. They all wrote beautiful poems and songs to express their deep thoughts and feelings about God, life, and love for humankind.

B. Let us know more about the mystic poet Hason Raja. Read the following text.

Hason Raja was born in 1854, into a wealthy landlord family in Sylhet. He did not receive much formal education as a child. In his youth, he lived a life of luxury. He had everything- money, comfort, and pleasure.

However, at one point in his life, he began to feel that these material possessions were meaningless. He gave away all his properties, and started to think deeply about the creator, life, death, and humankind. He

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wrote about a thousand songs which reflected his thoughts. In 1906, he published a book called Hason Udash. The book had 206 songs in it. In his songs, he called himself 'Crazy Hason Raja', or 'Pagla Hason Raja'.

Another volume called Hason Raja Samagra (Complete Works of Hason Raja) was also published, which contained 500 poems and songs. Hason Raja's songs had always been popular in Sylhet, but very soon they spread all over Bangladesh and beyond. As you grow older, try to learn more about this great mystic poet through reading and listening to his songs.

Hason Raja

B1 Answer the following questions.

a When was Hason Raja born?

b Where was he from?

c What was his youth like?

d Why did Hason Raja leave his life of comfort and pleasure?

e What was the other name by which Hason Raja was known?

B2 Practise reading the passage loudly giving proper attention to pronunciation, pause and intonation.

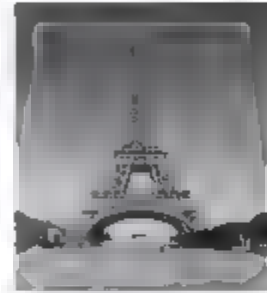
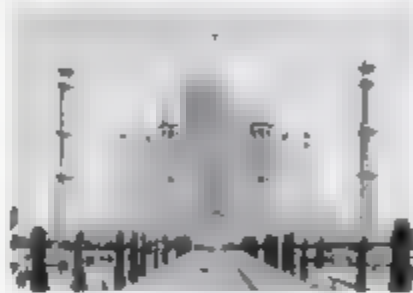
B3 Learn the meanings of the words:

comfort, luxury, pleasure, volume, crazy, contain, beyond, eminent

Lesson 21 Wonders of the world-1

After completing the lesson students will be able to

- follow instructions, commands, requests accordingly
- read and understand texts

A Look at the pictures. What are they called?

B Now, listen to the audio and fill in the gaps of the following text:

The pyramids are huge .... for the ancient kings and queens of Egypt These kings and queens are known as the .... It needed a few thousand .... to build the pyramids. The most famous .. .... are the Giza pyramids. Giza is a place near Cairo, the . .. . of Egypt. The Pyramids of at Giza is the largest Egyptian pyramid. It is the only one of the .. .. still in existence.

C Read the following text.

The **Taj Mahal** is also known as "the Taj" It is a white marble tomb located in Agra in India Do you know the story behind the Taj Mahal? The Mughal emperor, Shah Jahan loved his wife Mumtaz Mahal more than his life Mumtaz died at an early age Shah Jahan was very shocked at her death So he built the Taj Mahal as a token of love for his wife It is the place where Mumtaz is sleeping for ever

The Taj has an area of about 1003 acres or 405 hectares The Taj Mahal is the finest example of Mughal architecture It combines the art of Persia, Turky, and India It took 21 years and thousands of artisans and craftsmen to complete the Taj Mahal. The Taj is universally admired as one of the wonders of the world

C1 Now, make some questions based on the passage you read, using the cues given below:

a. What is..?
b. Where is..?
c. How much..?
d. When..?
e. Why...?
f. How many..?

C2 Complete the following table with the information given in the passage.

Shah Jahan	built	
Taj Mahal	is	
its area	is	
Mumtaj	died	
To complete the Taj	it took	

D Read the text about one of the wonders of the world, the Eiffel Tower. Put the verbs in brackets into the correct tense.

The **Eiffel Tower** is a lattice tower in Paris. It .... (be) built in 1889. Now it is .... (consider) a cultural icon of France. It stands as one of the most recognisable structures in the world too. The tower .... (be) famous as the tallest construction in Paris and the most-visited paid monument in the world. Millions of people .... (ascend) it every year. It is 320 metres (1,050 ft) tall, about the same height as an 81-story building. The tower .... (have) three levels for visitors. A visitor .... (have) to walk over 300 steps to go from ground level to the first level. The distance .... (remain) the same between the first and the second level. The third and highest level can be .... (access) only by lift. The tower is .... (name) after the engineer Gustave Eiffel, whose company .... (design) and .... (build) the tower.

E Now, read the dialogue. What is it about?

Mong Pru : Nira, I'm really surprised to know about these wonders. What do you think?
Nira : They are amazing! But the wonders of the present time are also amazing. They are not as huge as the super structures of the past but they are also incredible!
Mong Pru : What do you mean?
Nira : Just wait for now! Let me only say that some of the wonders of the modern world are truly incredible. I mean, they are really unbelievable! We'll read about them in the next lesson.

Lesson 22 Wonders of the world-2

After completing the lesson students will be able to
- read and understand texts
- write short paragraphs

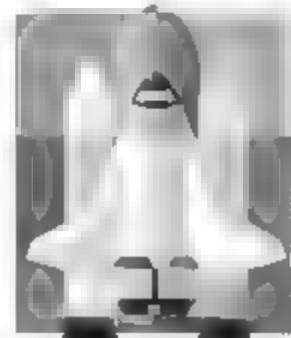
A Nira and Mong Pru are excited! They are waiting eagerly for their teacher to come and start the lesson. They are going to read about the wonders of the modern world. Read the text below.

People often speak about the wonders of the past. Mostly they were huge buildings and constructions They are awesome and fabulous, no doubt But the wonders of the present world are also unbelievable Read about the following recent inventions.

Computers

The invention of the computer is very important in human life It has changed the life style of people in the world. We use it in every sphere of our life We can use it for studies, communication, watching movies, listening to music, playing games, etc In a moment we can get information from any part of the world on the computer People do not feel lonely as they can send emails to their friends and relatives. Some of their friends and relatives also live in far off countries Even they can talk to them face to face on different social media. With computer a person can always keep himself updated Everybody should learn to use the computer In fact the computer has made people's work easier and faster At present, it has become a part of our daily life.

Space travel

Just a hundred years ago, people dreamed of having wings like birds to fly high in the sky. That dream came true when the Wright brothers built the first aeroplane that could fly. Now, people can

travel much faster and higher than birds. Not only do we travel from one country to another, but we have also invented spacecraft that can travel from one planet to another planet. Humans have set foot on the moon, and are even exploring Mars! Advancements in space travel technology have enabled scientists and astronauts to explore distant planets and moons. Who knows, maybe one day we'll be able to spend a vacation on a planet in a different galaxy, several thousand light-years away!

Mobile phones

Mobile phone is another useful invention of the world. Like computers mobile phones help us greatly in our daily life. Through mobiles we can connect the whole world. Only a few years ago we had difficulty to contact our near and dear ones. That was very costly too. Mobile phones are very handy and we can use them for communication with people at a very low cost. Mobile phones have different functions such as making calls, listening to music, taking photographs, storing information etc. Even it can be used for distance learning.

A1 Read the words in Column A and match them with the meanings in Column B.

Column A	Column B
lonely	influence
sphere	a vehicle that travels in space
impact	surprise
wonder	feeling alone
spacecraft	area

A2 Read the words in Column A and match the opposite meanings given in Column B.

Column A	Column B
unbelievable	simple
awesome	backdated
fabulous	ordinary
tremendous	believable
updated	tiny

B Now, read the following dialogue and fill in the gaps with suitable words. You can use some of the words from the earlier excercises in activity A1 & A2

Asif : Have you finished reading, Habib? What do you think?

Habib : Thank you, Asif. I must say they are really ....

Asif : Habib, you see, most of the time we have access to mobile phones or computers. But perhaps we often do not feel the .... of these s.

Habib : You are right. By the way, do you have a computer?

Asif : Sometimes I use my parents' laptop I play games, or watch movies or browse the internet. I must say it is a good way to avoid ....ness.

Habib : So do you agree that it is not a luxury?

Asif : Oh, no! Not at all! Anyway, what's your opinion about mobile phones and spacecraft?

Habib : Well, I always ... how this tiny device works without any cable and do so many things! It's a ..... surprise for us, isn't it?

Asif : No doubt about it! And spacecraft?

Habib : After reading the article we must say that it's .

C What innovation around you surprises you the most? Write a small paragraph stating what it is, how it benefits you, and why you are surprised.

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Lesson 23 **We live in a global village**

After completing the lesson students will be able to

- read and understand the texts
- follow instructions, commands, request and act accordingly
- understand and enjoy stories and poems

A Look at the pictures and discuss with your partner what you see in them.

B. Sohan has received a letter from his uncle, who is a captain in the Bangladesh Army. At present, he is in Congo on a UN Peacekeeping Mission. Read his letter and do the activities that follow.

Dear Sohan,

I hope you are doing well, and focusing on your studies. I received your letter last week, but did not have the time to write back. Things are really busy here in Congo. I am glad to know that you read up about this country. You're right — Congo is a country in central Africa. It is rich in natural resources and its people are incredible. However, there are several regions in this country which face problems like political and ethnic conflict, often resulting in violent incidents. We try to maintain peace and security in those areas. We distribute food, water, and medicine to people, and sometimes even build houses for them. We also teach children in small schools.

Enough about the work I do here. Today, I'd like to tell you about an interesting young man I met here. His name is Ashar Santoso. He was born in Indonesia. When he was eight, he moved to Singapore with his parents and

went to a Singaporean school. After a few years, he went to Denmark and completed his schooling there. For higher studies, he enrolled in a university in the US. and completed both his bachelor's and master's degrees there. Since then, he has travelled to many other countries around the world.

Ashar is now in Congo as a member of a voluntary organisation. His main job is to take care of children's education in a community school. His group has ten other members, all from different countries. Ashar is a nice fellow and has become a good friend of ours. We call him 'Mr Global Citizen'.

I was talking to him the other day, and mentioned how impressed I am that he has been to so many countries. I asked him how he felt about that, and he said:

"It's really nice to work with different people. I get to know so much about them — their language, family life, culture, their thoughts and aspirations. I sometimes think I belong to all."

"Well, Ashar, you're a true global citizen," I said.

"Aren't you too, Reza?" smiled Ashar Santoso. "We're all part of the same human race, aren't we?"

I've thought a lot about what Ashar said. I guess we can all be global citizens if we look at the world and its people the way he does. How do you feel about it?

Well, that's all for today. I hope your final exams go well. Write to me soon.

With love,
Uncle Reza

B1 Now, match the words in column A with their meaning in column B.

A	B
challenging	keep up
maintain	international
graduation	difficult
clash	university degree
global	fight

B2 Answer the following questions.

a. Where is Congo?
b. Who called Ashar Santoso 'Mr Global Citizen'? Why?
c. Would you like to be a global citizen?

B3 If you got the chance to meet Ashar Santoso, what questions would you ask him? Make a list of five questions.

C Listen to the audio and fill in the following gaps.

The term 'global village' was .... used by Marshal McLuhan. In 1962 and .... he wrote two books on media and communication. In his books he said that telephone, TV and electronic media have brought all mankind close to one another. For example, if we see the news of floods in a distant country on TV, we feel that we are also .... there. We can see what is happening at the same moment. We can share the same suffering with the people who are in the real .... at the moment. McLuhan believed that electronic .... would make the world a global village. When he first said about the idea of global village, the Internet was not invented. But now, personal computers and the Internet have made McLuhan's idea more .... than ever. Now, the entire globe is .... in a world-wide web called 'The Internet'.

Lesson 24 Our wage earners

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts
- participate in short dialogues and conversations on familiar topics

A Look at the pictures and the words in the following box. Discuss and say which words are related with the pictures.

wage earner, skilled worker, economy, job, tourists, pleasure, abroad, foreign

B Answer the following questions in pairs, then read the text below.

- Do you know anyone who has gone abroad to earn a living?
- Which countries do Bangladeshi workers go to?
- How much money do you think they earn?

A large number of Bangladeshis go abroad for work. There is always a high demand for workers in countries like the UAE, Oman, Saudi Arabia, Qatar, Bahrain, etc. These countries prefer Bangladeshi workers because they are hard-working. However, it is unfortunate that many of our workers are forced to do "odd" jobs in those countries, and as a result, they are not paid well. One reason for this is that Bangladeshi workers are often not good at English, Arabic, or other languages which are required abroad. Therefore, it is important for workers to develop their language skills before going to other countries for work. This will help them secure better jobs and receive the pay and benefits they deserve. In this way, they will be able to support their families better, as well as contribute more effectively to the development of our economy.

B1 Complete column B of the table below with information from the text you have read.

Column A	Column B
Countries which prefer Bangladeshi workers	
Skills required for good jobs abroad	
Advantages of developing language skills	
Advantages of getting better jobs	

C Sohan had a conversation with a Bangladeshi doctor, Mr Arman who works in a hospital in Cairo, Egypt. Read and practise the dialogue in pairs.

Sohan: Can you tell me a little about Cairo?

Dr Arman: Sure. What would you like to know?

Sohan: Well, what's a good time to visit there?

Dr Arman: I think you can visit any time. The weather is more or less the same.

Sohan: Good! And what should I see there?

Dr Arman: Well, you can visit the Cairo Museum and you should see the mummies. And you mustn't leave Cairo without visiting the Pyramids.

Sohan: Anything else?

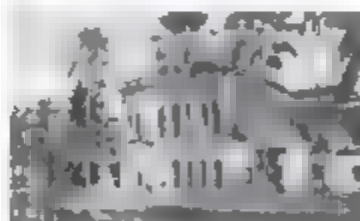
Dr Arman: Oh yes. If you have time, you may visit Port Suez. You could have an excellent night view of the Red Sea.

Sohan: It all sounds exciting! Thank you very much.

Language Focus

Modal verbs can/can't, could couldn't, may, should, must mustn't.	
Can you tell me something about Cairo?	Yes, I can. /No, I can't
What else could I see there?	You could enjoy the night view of Port Suez. But you couldn't go across the Red Sea without valid visa.
What can I have for dinner?	You can have traditional Egyptian dishes or Continental European, as you wish
What should I see in Cairo museum?	You should see the mummies. But you mustn't leave Egypt without visiting the Pyramids

D Complete the sentences about what a tourist can do and see in Dhaka. Use the verbs from the box.

can see, may spend, can go, could(even) taste, shouldn't miss, should visit, should go for, mustn't drink, may try

1 You .... to Sonargaon.
2 You... .... the capital of ancient Bengal there.
3 You... .... the Lalbagh Fort in the old part of Dhaka
4 You a couple of hours at the Baldha Garden.
5 You. the Ahsan Manzil too
6 You... .... a boat ride on the Buriganga river
7 You the taste of *Mughlai Khana* once you're in Dhaka
8 You .. .. a Tom Tom ride from Sadarghat to Gulistan.
9 You.... .. .. Chatpati or *Fuchka* on the foot path.
10 But you ... . tap water in a restaurant.

E Read the sentences in Section D (1-10) again. Suppose, a foreign traveller wants to visit Dhaka. He wants some information from you, such as, when to visit, what to see, where to eat, what to do in Dhaka, etc. Complete the following dialogue taking the cue from D.

Foreign traveller	Can you tell me a little about Dhaka?
You	Sure. What . to know?
Foreign traveller	Well, what's .. ?
You	I think you can visit in winter. The weather is
Foreign traveller	Good! And what .... there?
You	Well, you can visit Sonargaon Folk Art Museum and you . the handicrafts. But you .... Dhaka without visiting the Lalbagh Fort.
Foreign traveller	?
You	Oh yes. If you have time, you ....Ahsan Manjil. You . .. have an excellent experience of the Mughal and the British architecture by visiting it.

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Lesson 25 The Concert for Bangladesh

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics

A **It's Friday evening. Mr. Farhad is watching television in the sitting room. His daughter Fahmida comes in. A tall, bearded man with long hair is playing a guitar and singing a song, "Bangladesh, Bangladesh..." on the television screen. Fahmida is thrilled to watch a foreigner singing a song on Bangladesh. She has the following conversation with her father about the song and the singer.**

Fahmida: Father, who is this singer? He is not a Bangladeshi, is he?

Mr. Farhad: You are right! He is not. He is a famous singer from England. His name is George Harrison.

Fahmida: George Harrison! Why did he sing the song on Bangladesh?

Mr. Farhad: That's a huge story. Harrison was not only a famous singer but also a great humanist. He helped us during our Liberation War of 1971.

Fahmida: Did he come to Bangladesh to take part in the Liberation War?

Mr. Farhad: No, my child, he didn't come to Bangladesh, but he fought for our cause by organising the historic *Concert for Bangladesh*.

Fahmida: *Concert for Bangladesh*! Please father. Tell me more about it.

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Mr. Farhad Well the *Concert for Bangladesh* was held on the 1st August, 1971 at the Madison Square Garden, New York George Harrison and some other famous musicians performed in that live concert in front of an audience of about forty thousand people It was organised to make the world aware of the sufferings of Bangladesh during our liberation war

Fahmida Wasn't that great'

Mr Farhad Yes, it was great! The concert won huge support for the millions of war victims of Bangladesh At the same time it raised millions of dollars for UNICEF relief fund

Fahmida I'm really glad that you told me all this, Father I think we should be grateful to George Harrison and his friends who organised the Concert for Bangladesh.

Mr. Farhad You are right, dear' We should remember those great friends who helped us in our days of struggle and suffering.

A1 In pairs, discuss if the following statements are True or False. If false, correct the statement.

a. George Harrison was from the United States.

b. In 1971. George Harrison visited Bangladesh to take part in the liberation war

c A huge audience attended the concert for Bangladesh

d. George Harrison was the only well-known musician to take part in the Concert for Bangladesh

e The people of the world became aware of the crisis in Bangladesh following the Concert for Bangladesh.

B Read the lyrics of the song aloud. Here are some parts of the song 'Bangladesh'.

Bangladesh

My friend came to me, with sadness in his eyes
He told me that he wanted help
Before his country dies

Although I couldn't feel the pain. I knew I had to try
Now, I'm asking all of you
To help us save some lives

Bangladesh, Bangladesh
Where so many people are dying fast
And it sure looks like a mess
I've never seen such distress

Now, won't you lend your hand and understand
Relieve the people of Bangladesh

Bangladesh, Bangladesh
Such a great disaster - I don't understand
But it sure looks like a mess
I've never known such distress
Now, please don't turn away, I want to hear you say
Relieve the people of Bangladesh
Relieve Bangladesh

B1 Now, complete the summary of the first three stanzas of the song "Bangladesh' with suitable words from the box below the passage.

My friend came to me with sad eyes and requested me to help his country before it died Though I could not feel the pain, but I think I should try to help I also appeal to you all to (1) ____________ us to save the lives of those people The country is facing (2) ____________ and I have never seen such sufferings Now, won't you (3) ____________ beside the people of Bangladesh and (4) ____________ forward to reduce their sufferings?

support	stand	come	problems

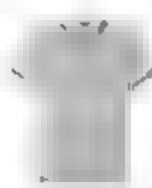
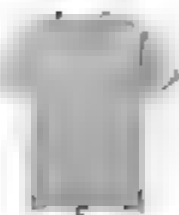
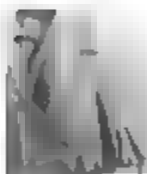
B2 Do you know of any Bangla song that inspired the people of Bangladesh during the war of liberation in 1971? Discuss in groups and write down the first line or a few lines of the song in Bangla.

a) What is the first line of the song?
b) What is the song about?
c) Who is the singer of the song?
d) Where did you hear the song first?
e) How do you feel when you listen to this song?

Lesson 26 Buying Clothes

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts

A Match the words with the pictures of clothes.

B In pairs, discuss the following questions about you.

1. Have you ever been to a clothes shop?
2. If no, then who buys your clothes?
3. If yes, then who did you go with to the clothes shop?
4. Which new clothes would you like to buy right now?
5. What is your favourite colour?

C Mrs Urmila Karim is going to buy some clothes for her son Imran. They are now at a clothes shop. Read the conversation between Imran and the shop assistant.

Imran : Excuse me, where are the polo shirts?
Assistant : They're over there in the boy's section. Let me show you.
Imran : Thanks. Do you have one without a chain?
Assistant : Yes, quite a few, sir. What size do you wear?
Imran : May be a medium?
Assistant : Here you are! This one is in medium size.
Imran : A medium! But it's too big!
Assistant : How about this? This is small.
Imran : Yeah, I think this size is OK. Do you have it in a different colour?
Assistant : What colour would you like?
Imran : Blue, I guess.
Assistant : Just a moment please, I'll check. How about this one? It's a nice sky blue.
Imran : Yes, this is a nice colour. Can I try this on?
Assistant : Sure! The trial room is at the back.
Imran : Thank you. It's just perfect! How much is it?
Assistant : It's Taka three hundred. This shirt is on sale this week.
Imran : Mom, can I buy this one?
Mom : Sure, dear! Shall we go and pay at the cash counter?
Salesman : Yes, Ma'am. Would you follow me, please?

C1 Complete the sentences using the words from the conversation in B.

1. Imran does not like polo shirts with a ....
2. A .... size shirt fits Imran perfectly.
3. The shirt that Imran chose finally is .... in colour.
4. He wants to .... the polo shirt on before buying it.
5. The polo shirt that Imran likes is on .... this week.

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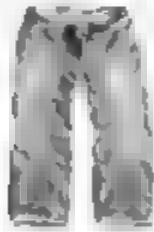
C2 Look at the useful expressions that Imran uses at the shop. Use the words below each incomplete sentence to make a complete sentence.

1. Excuse me, where are the ……………………?
   polo shirts/trousers/socks/shoes
2. Do you have the kinds without ……………?
   buttons/lace/hooks
3. Do you have these in a different ……………?
   colour/size/design
4. How much is/are……………….?
   this/these/the shirt/these socks/the trousers, etc

D Read the conversations between Mrs Masuda Karim and Imran. Which clothes do they choose? Tick the correct picture for each conversation.

Dialogue 1

a

b

c

Mrs Karim : Look at these jeans.
Imran : No, mom. That is too narrow. I want some baggy ones.
Mrs. Karim : Flat, you mean?
Imran : No, not flat. Just baggy, you know, loose fitting with pockets on the sides.

Dialogue 2

a

b

c

Mrs. Karim : I need some shoes
Imran : How about these?
Mrs. Karim : No, the heels are too high
Imran : Do you want flat shoes then?
Mrs. Karim : No, not flat, something in between
A bit of heel but not too high

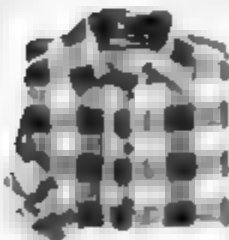
Dialogue 3

a

b

c

Mrs. Karim : What about this T- shirt, Imran??
Imran : No, mom. I don't like the cartoon on the front.
Mrs. Masuda : Well, what about that one, with writings on the chest?
Imran : No, I don't really like that either. I want something completely plain, like this one, no writings, just plain.

Dialogue 4

a

b

c

Imran : I need to buy a shirt, too.
Mrs. Karim : Look, this shirt has nice prints!
Imran : No, mom. I want something more formal.
Mrs. Karim : Then what about this one with stripes?
Imran : No, it's too boring. Look at this shirt with checks. This looks nice.
Mrs. Karim : Yes, that's much better. Well, take it then.

D1 Practise the dialogues with a partner.

E Fill up the blanks in the following sentences with words from the box below.

try	wearing	flat	match	suit
size	cheaper	shorts	fit	

1. I have gained so much weight. My clothes do not .... me any more.
2. I never wear red. It does not .... me.
3. You have got a nice blue top. You just need a pair of sky jeans to .... it.
4. A. I'd like to .... this dress on, please.
   B. Sure, the trial room is over there.
5. I like this jacket but it's too small. Have you got it in a bigger ....?
6. What are you .... to the function tonight?
7. These heels are too high. I am looking for some .... shoes.
8. I like that dress, but it's too expensive. I want something like that but ....
9. I think I need a pair of .... for my trip to Cox'sbazar. They are always good for going to the beach.

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Lesson 27 Andre

After completing the lesson students will be able to

- read aloud texts with proper pronunciation, stress and intonation
- read and understand written instructions
- understand and enjoy stories and poems

A Read the following poem.

André

-Gwendolyn Brooks

I had a dream last night. I dreamed
I had to pick a mother out.
I had to choose a father too
At first, I wondered what to do,
There were so many there, it seemed.
Short and tall and thin and stout.

But just before I sprang awake.
I knew what parents I would take.
And this surprised and made me glad;
They were the ones I always had!

A1 Underline all the verbs in the poem above. Then, list them in two columns: present tense and past tense. Next, change the verbs in the past tense to their present form, and the present tense ones to their past form.

Example:

Present tense	Past tense
have	had
choose	

A2 Read the poem aloud with proper pronunciation, stress and intonation.

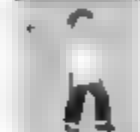
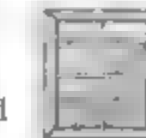
Lesson 28 Are you listening?-3

After completing the lesson students will be able to

- recognize English sounds
- recognize word and stress on words in sentences
- read aloud with proper pronunciation, stress and intonation

A Listen to and say the following words. Notice the letter 'o'. is pronounced in words in List 1 and List 2.

List 1	List 2.
hop	hope
rob	robe
not	note
rod	rode

A1 Listen to and practise saying some more words with the two vowel sounds together (dipthong) as in the word 'hope' or 'note'.

A2 Read the following passage. Choose a word from the list of words below to fill in each of the blanks in the sentences.

phone	bowl	hope	home	stove	close	coke	note

I was waiting for my friend Shila. But since she was late, I thought I would just go to the bookstore and get some stationery from there. But before leaving ______, I left the following ______ next to the ______.

Sorry, I'm going out. Won't take long.
I've left two cans of ______ and a ______
of fruits on the table.
There is a box of biscuits near the bed.
Don't forget to ______ the lid of the box tightly
If you want tea, the kettle is on the ______.

A3 Read the note for Shila loudly with proper pronunciation, stress and intonation.

Lesson 29 Taking a test

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts

A Read the passage below.

Hena and her twin sister Rehana both study in class six. They are having the half-yearly examination at madrasah. Today they are going to take the English test. Their teacher Ms. Shima Chowdhury enters the classroom. Before the test starts, she gives some instructions to the class.

A1 Read the following sentences and write down the instructions that Ms. Chowdhury may give in each situation. Use 'Do not' or 'cannot', if necessary. One is done for you.

write down	talk	put away	read	copy	start	go	be quiet

a. Teacher comes into the class and finds the students making a lot of noise.

Answer: Be quiet, please! Do not make any noise.

b. Teacher sees books and papers on students' desks. She tells them, ________________ all books and papers from your desks.

c. She gives scripts to the students and says, ___________ your name,class, section, roll number, subject and date.

d. She gives the question papers and tells them, _______ the questions carefully.

e. ________________________ from someone else's script.

f. ________________ with others.

g. You ___________________ out before one hour is over.

h. ____________ writing.

B Look at the following signs.

1

2

3

CASHIER

4

5

B1 Fill in the blanks in the following sentences to complete the instructions for the above signs. Use the words in the box. Add 'Do not' if necessary.

use	walk	pay	throw	drive	blow

i. Hospital ahead! __________horns.

ii. ____________ on the grass.

iii. ________ litter in public places. _______ the waste bin

iv __________ for your goods at the cash counter.

v. ________ carefully. Children's playground ahead!

Lesson 30 What should we do?

After completing the lesson students will be able to

- read and understand texts
- read and understand written instructions
- write questions and answers
- write short paragraphs

A Read the following dialogue.

Bahar, Azim, Salam and Shujan are class-mates. They are planning a vacation

Bahar : We have a week's vacation next week.
What should we do?

Azim : Let's go somewhere we haven't been before.

Salam : Right! I saw an ad for an interesting place.
Hmm… well, here it is!

Bahar : Let me see! Ah! A two day trip to Kuakata!
That sounds interesting! Look at the picture of the sea- beach and the sun rise! It looks fantastic!

Azim : Well, I've always wanted to climb a mountain.
Why don't we go to the Chimbuk Mountains in Bandarban?

Shujan : I've an idea! How about going to the Sunderbans?
We can see some wild animals and can also take pictures of the forests and the sea.

Bahar : Well… well… calm down everybody!
We can't go to all the places and do all the things at a time, right?

Salam : Yeah. Let's think about all the options and then decide

A1 **Make a list of the places the friends wanted to go to. Why did they want to go to these places?**

A2 **Think of a place you would like to go to. Now, write down a few sentences about where you want to go, why you want to go there, who you want to go with.**

Language Focus

For suggestions, we often use these expressions:
What should we do?
Why don't we ....?
How about... ....?
Let's ...., etc

A3 **Write short dialogues for the following situations. Use the expressions in the Language Focus.**

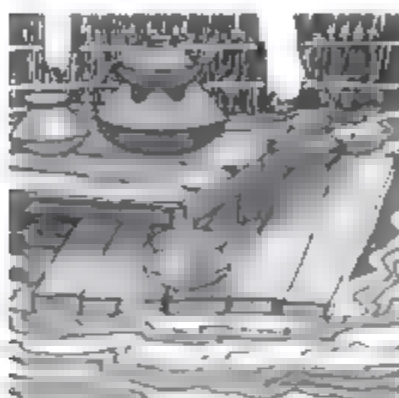
a. You and your friends want to do a class project. Discuss and decide what you want to do.

clues: *poster drawing wall magazine drama, etc.*

b. You and your friends want to buy a gift for your teacher on his/her birthday. Discuss and decide what gift to get

Lesson 31 Too much or too little water

After completing the lesson students will be able to
- read and understand texts
- write short paragraphs

A Look at the pictures.

A1 Discuss in groups what you see in the pictures.

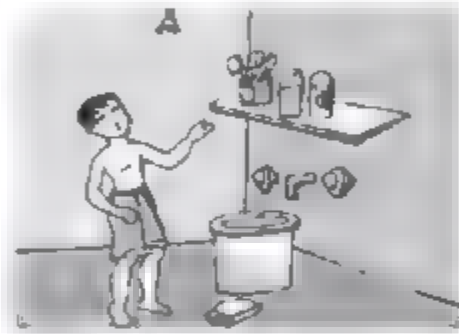
A2 Read the following passage.

Sometimes it rains so heavily that floods occur. Because of heavy rainfall, river water overflows its banks and floods vast areas of land, towns and villages.

A3 Write down a few sentences about how people suffer if there is too much water.

B Read the following passage.

Sometimes we really are short of water. This can happen if there is no rainfall for a long period of time. Sometimes rivers dry up, or the water level underground may sink very low. If there is too little water, that causes a lot of suffering to the people.

B1 Look at the pictures below and discuss what you see.

B2 Look at the pictures above and talk about how people suffer if there is too little water.

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Lesson 32 An invitation for Ibrahim

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs
- write simple informal letters

A Read the following passage and the letter.

Ibrahim received a letter. He read the letter over and over. He was very excited. It came from his aunt Amina. Aunt Amina and her family live in the countryside forty miles away from Dhaka. Ibrahim ran to his mother and said, 'Mom, listen to this letter.' He then read it to her.

Dear Ibrahim

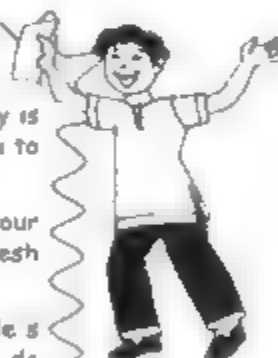
We are happy to know that your summer holiday is starting from the next week. We would like you to come and stay with us for a few days.

We know you'll like the country. We have four ducks, six chickens, and a cow that gives fresh milk every day.

Your cousin Maher is just about your age. He's very excited and is making a lot of plans to do together.

Let us know when you will arrive. We have already talked to your parents. Tell them not to worry. We'll be at the bus station to receive you.

Your Aunt Amina and

Uncle Karim

Language Focus

For requests and invitations we often use the following expressions:

'Would like you to' to mean, 'Would you please' or just 'Please do'

'Let us know' to mean, 'inform us', or simply 'tell us'

A1 Read the letter again and then answer the following questions.

a. Why was Ibrahim excited?
b. How would he go to the country?

A2 Write a few sentences of your own with the following expressions:

a. I would like you to
b. Would you please

A3 Write a similar invitation letter to a friend. Tell him /her about some of the things you plan to do together.

B A few days after Ibrahim came back home from his aunt's house, he wrote the following letter to his Aunt Amina. Read the letter.

My dear Aunt,

I really enjoyed my stay with you in the country. For a city boy, it was a whole new world to see. I was so proud when I first milked your cow 'Dulari'. Uncle and you have taught me things that I didn't know before. And please tell Maher that I already miss him. I hope you'll invite me to stay with you again next summer.

Thanks again for inviting me

Ibrahim

B1 What do you think is the main idea of the letter? Choose the best answer:

a. To ask his aunt to invite him again
b. To thank his aunt for inviting him
c. To tell his aunt that he learned many things in the country

B2 Discuss in groups what is meant by the following expressions:

a city boy, a whole new world, miss someone

Lesson 33 The Garden

After completing the lesson students will be able to

- read and understand texts
- use punctuation marks e.g. comma, full stop, qusestion mark, exelamation mark,

  quotation marks in sentences.

A Read the story below.

The Garden

Arnold Lobel

Frog was in his garden. Toad came walking by.

"What a fine garden you have, Frog," he said

"Yes," said Frog. It is very nice,
but it was hard work."

"I wish I had a garden," said Toad
"Here are some flower seeds.
Plant them in the ground," said Frog,
"and soon you will have a garden."
"How soon?" asked Toad.
"Very soon," said Frog.

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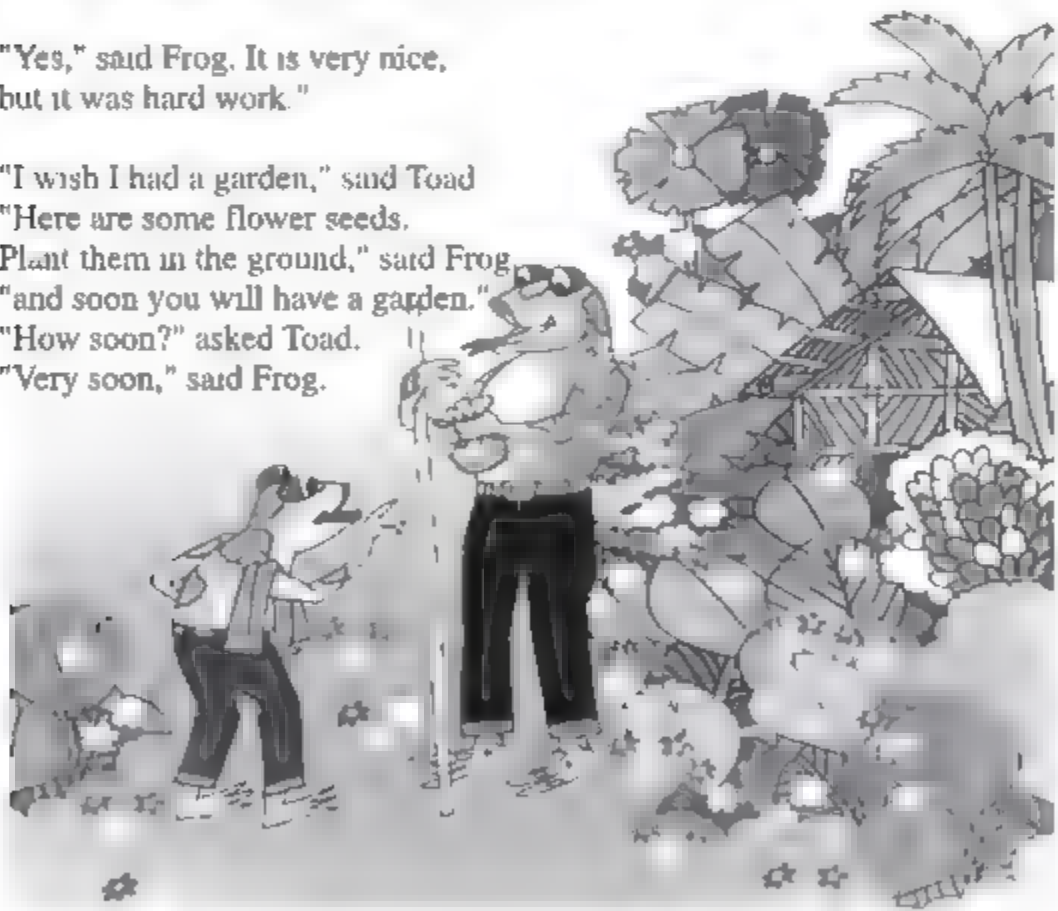

Toad ran home. He planted the flower seeds

"New seeds," said Toad, "start growing."

Toad walked up and down a few times. The seeds did not start to grow

Toad put his head close to the ground and cried, "Now seeds, start growing!"

The seeds did not start to grow

Toad put his head very close to the ground and shouted, "NOW SEEDS START GROWING!"

Frog ran up the path. "What is going on?" he asked.

"My seeds will not grow," said Toad.

"You are shouting too much," said Frog.
"These poor seeds are afraid to grow."

"My seeds are afraid to grow?" asked
Toad

"Yes," said Frog. "Leave them alone
for
a few days. Let the sun shine on
them, let
the rain fall on them. Soon your
seeds will
start to grow."

That night Toad looked out his
window

"Oh, no!" cried Toad. "My seeds
have
not started to grow. They must be
afraid of
the dark."

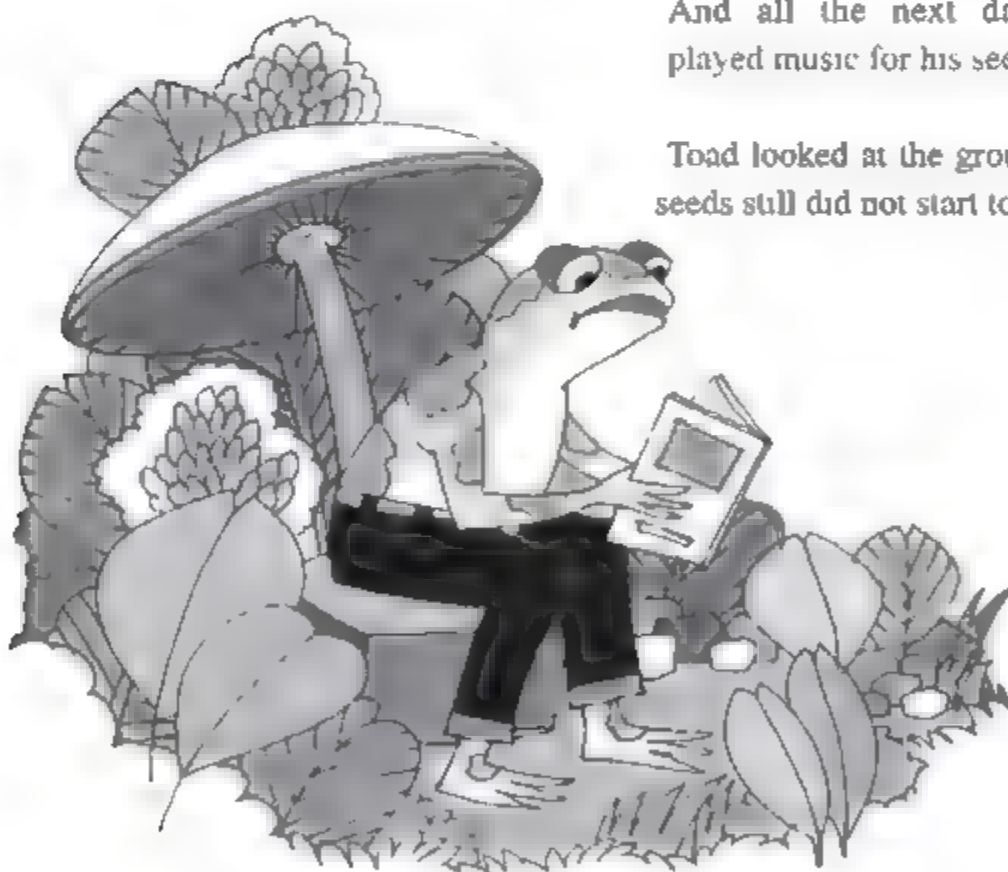
Toad went out to his garden.

"I will read the seeds a story," said Toad

Toad read a long story to his seeds
All the next day Toad sang songs to his seeds.

And all the next day Toad read poems to his seeds.

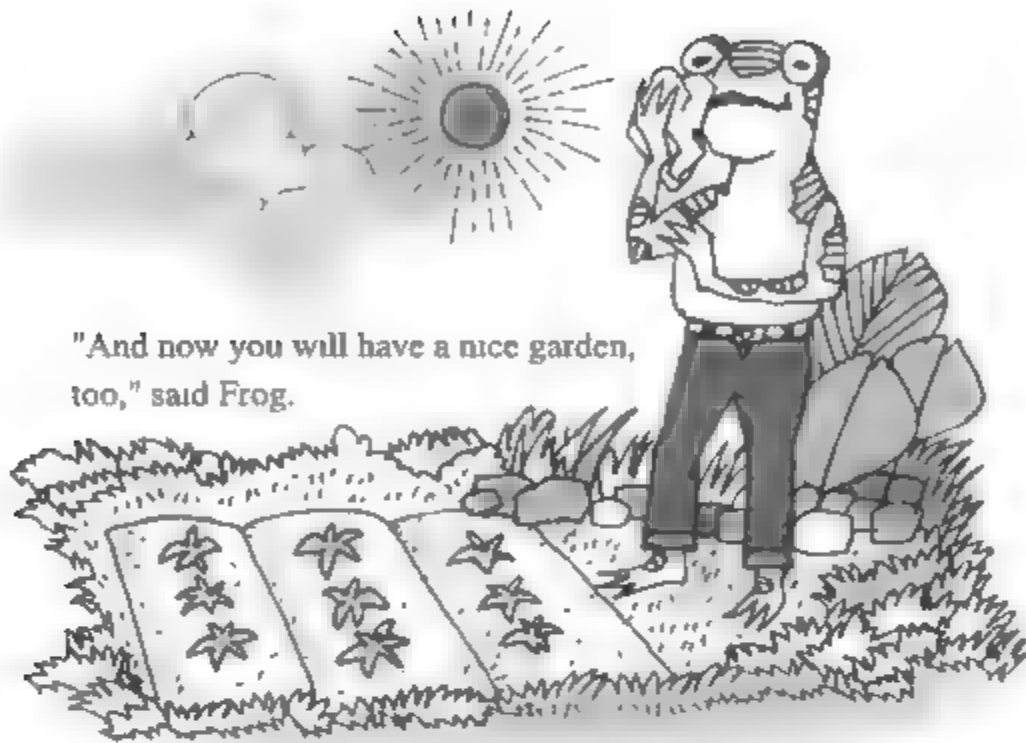
And all the next day Toad played music for his seeds

Toad looked at the ground. The seeds still did not start to grow

"What shall I do?" cried Toad. "These seeds are still afraid to grow."

Then Toad became very tired, and he fell asleep.

"Toad, Toad, wake up," said Frog. "Look at your garden!"

Toad looked at his garden. Little green
plants were growing up out of the ground.

"At last," shouted Toad, "my seeds are not afraid anymore."

"Yes," said Toad, but you were right, Frog. It was very hard work

A1 Choose the right answer.

The first thing Toad did was he ------------

a. watered the seeds
b. kept the seeds in the sun
c. planted the seeds
d. put the seeds in a box

A2 Match a word in column A with a word in column B that goes together. One is done for you.

Column A	Column B
play	seeds
water	hard
plant	music
read	plants
work	stories

A3 Punctuation marks

Punctuation marks are special symbols used in writing to separate sentences and phrases. They show how a piece of text should be read and understood. The most common punctuation marks in English are

- **Full stop (.)** This shows that the sentence has ended.
- **Comma (,)** This indicates a short pause in the sentence
- **Question Mark (?)** This is used when asking a question
- **Exclamation Mark (!)** This shows excitement or surprise!
- **Quotation Marks (" ")** These are used to show that someone is speaking

Now, read the story "The Garden" again carefully. Identify the punctuation marks in the story, and notice how they are used.

A4 Read the following passage. All punctuation marks are missing in it. Put punctuation marks as necessary. Use capital letters where you should.

bobby and farid were walking to madrasah one morning in february suddenly farid asked bobby did neel ask you to go to his house this afternoon bobby said yes he did it's his birthday today really said farid what should we give him on his birthday

A5 Learn the meanings of these words.

Toad, seeds, plant, grow, shout, dark

Sample Question for Grade 6
(From 2017)
English Paper One
Full Marks: 80
Time: 3 hours

Section A: Reading (Total Marks 40)

1. Read the following text and answer the question that follows.

People around the world are slowly changing their attitude towards medicine More and more they are turning to natural cures Natural cures are made of natural things, most often herbs and plants History says that natural or herbal remedies are nothing new People used them all along in different ages. Herbal medicines were used in ancient civilizations like India, China, Greece, Egypt, and Rome Some ancient treatment systems are still in practice today They have come down through generations.

For a minor burn injury the doctor may prescribe you a tube of ointment But for the same, a rural grandma may put some aloe vera or use cold water If children have cold in our country, grandmas give them honey and tulsi leaves to eat And it works too If you have a minor cut or wound, grown-ups may put some turmeric, marigold or aloe vera on it Rural people usually use garlic, neem or turmeric to cure skin problems With experience they have seen that these remedies work Moreover, they are easy to get, are cheap and most often are without any side effect.

Now, choose the correct answer to each question from the alternatives given and write the corresponding number of the answers in your answer script. **0.5X10=5**

i) People around the world are slowly changing their attitude toward medicine Here the word 'attitude' is similar to

a. altitude
b belief
c. believe
d. fate

ii) More and more they are turning to natural cures. Here 'turning' means

a. shifting
b. tuning
c. using
d. welcoming

iii) More and more they are turning to natural cures. Which of the following words is not a synonym of the word 'cure'?

a. disease
b. relief
c. illness
d. care

iv) History says that natural or herbal remedies are nothing new. The term 'herbal remedy' means

a. treatment using chemicals
b. treatment using soil
c. treatment using fire
d. treatment using plants

v) Herbal medicines were used in ancient civilizations. What does 'ancient' mean?

a. new
b. recent
c. old
d. modern

vi) They have come down through generations. Which of the following words has opposite meaning to 'come down'?

a. pass
b. transfer
c. come back
d. move on

vii) People's tendency to go for natural cures is

a. increasing
b. unchanging
c. decreasing
d. falling

viii) The history of herbal treatment relates to

a. rural civilisation
b. one civilisation
c. specific civilisation
d. many civilisations

ix) Honey with basil leaves is a natural remedy for

a. burn
b. cut
c. injury
d. cold

x) People understand that natural cures

a. give benefits
b. have side effects
c. save rural life
d. are useless

Answers:

i) b ii) a iii) b iv) d v) c vi) c vii) a viii) d ix) d x) a

2. Read the text and answer the following questions. 2X5=10

Hason Raja was born in 1854 in a wealthy landlord's family in Sylhet. He did not receive much formal education. In his youth, he led a life of luxury. He had everything - money, comfort, and pleasure. At one time he understood that all these are meaningless. He gave away all of his properties. He started to think deeply about the Creator, about life, death and mankind. Hason Raja wrote a lot of songs, perhaps about a thousand in number. His book called "Hason Udash" was published in 1906. The book had 206 songs in it. In his songs Hason called himself 'Crazy Hason Raja' or 'Pagla Hoson Raja'. A volume called 'Hason Raja Samagra' (Complete Works of Hason Raja) was also published. The book contained 500 poems and songs. Some of the songs were written by the poet in Hindi.

Hason Raja's songs were always popular in Sylhet. But very soon they spread all over Bangladesh and beyond. In India's West Bengal, some eminent folk singers made Hason's songs popular. When you grow older, you will learn more about this great mystic poet through reading and listening to his songs.

Questions

a. How many songs did Hason Raja compose?

b. Describe Hason Raja's early life.

c. Why did Hason Raja gave all his wealth? Explain.

d. Interpret the term 'Pagla Hason Raja'.

e. Why did the songs of Hason Raja become so popular in Bangladesh and beyond?

Suggested Answer:

a. Hason Raja composed about a thousand songs.

b. In his early life Hason had a luxurious life. He was born in a landlord's family and he had everything like money, comfort, and pleasure.

c. Hason had a luxurious life in his childhood. However, at one stage everything became meaningless to him. The ideas of Creator, life, death etc.

became more important to him than his property. So he left all his meaningless wealth.

d. People love wealth but Hason Raja gave them away. He became crazy to learn more about the Creator, life, and mankind. Maybe he became crazy for God. Maybe this is why people called him Pagla Hason Raja.

e. Hason Raja was a mystic poet. His songs had love for God, human beings, and life. Perhaps, it touched everyone's heart. So, gradually they spread from Sylhet to whole Bangladesh and beyond.

3. Read the text and answer the following questions.

Bushra, and and her cousin, Asha are class mates. Asha is 11 now. Bushra is three months senior to her. Abir is two years junior to Asha. This year they all celebrated *Pahela Boishakh* at their grandma's home. Grandma prepared different foods and snacks for them in the morning of the *Pahela Boishakh*. Bushra didn't like sweets. She wanted to try some *firni* but forgot. Grandma offered her some khichuri. She had it with some chicken. Abir likes watered rice. Grandma didn't forget that. So it was there. However, Abir changed his mind and decided to go for *firni*. Asha is a food lover. She didn't mind trying them all. Immediately after taking foods they rushed to the local *Boishakhi Mela* to meet their friends.

A. Complete the following table with the information given in the passage. 1X5=5

Name	Age	Food they had in the Pohela Boishakh morning
Bushra	a)	b)
Asha	X	c)
Abir	d)	e)

Answer:

a) 11 years and 3 months
b) khichuri and chicken
c) khichuri, chicken, firni, watered rice
d) 9 years
e) Firni

Read the text and answer the following questions.

Last week Turjo visited his uncle's house with his parents. His uncle lives in Dhaka. His cousin Tamim sent an email inviting him to visit his house. He also wrote him that they would visit the Ekushey book fair together. Turjo had dream to visit the fair Every year in February, Ekushey Book Fair is held in Bangla Academy premises. It was 18th February. Turjo and Tamim with their parents went to the fair. Tamim's younger sister Nowshin was with them. They visited different stalls which were decorated beautifully. They saw many new books there. Turjo brought two novels and two comic books. He presented a comic book to Nowsin. She became very happy as she is fond of such books. Tamim brought two science fictions. Turjo was excited to see his favourite writer in the stall. He took an autograph and a snap with him. It was a very pleasant experience for him. They all enjoyed the day very much.

B. Read the following statements. Write (T) in your answer script if the statement is true. Write (F) if the statement is false. If false, give the correct answer. 1X5=5

i) Turjo's uncle lives in an urban area.
ii) Nowshin received a gift from Turjo
iii) Nowshin disliked comic book
iv) Turjo met his favourite writer in the fair.
v) Tamim received an email from Turjo.

Answer:

i) **T.**
ii) **T**
iii) **F. Correct Answer:** Nowshin liked comic books
iv) **T.**
v) **F. Correct Answer:** Turjo received an email from Tanim

4. Read the text below and complete it with suitable words given in the box. **0.5X10=5**

the	see	looked	sweater	that
shivering	beautiful	carrying	it	villagers

It was a winter morning. Nuhash got up from his bed and (a) ________ through the window. He could see his (b) ________ village. There was moderate fog outside. Some (c) ________ were carrying date juice to sell in (d) ________ local market. Suddenly Nuhash saw a boy (e) ________ a milk can. The boy was really (f) ________ in the cold. Nuhash felt bad to (g) ________ the poor boy. Nuhash took his own (h) ________ and came out his room to give (i) ________ to the boy. When the boy got (j) ________ there was marks of happiness in his eyes. Nuhash told himself, 'Life is beautiful'.

Answer:

(a) looked
(b) beautiful
(c) villagers
(d) the
(e) carrying
(f) shivering
(g) see
(h) sweater
(i) that
(j) it

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5. Match the parts of sentences given in column 'A' and column 'B' to write five complete sentences. 1X5=5

A	B
i) The quality of giving is	the world a better place
ii) The task of giving can be done	such a virtue which can make our life successful
iii) It needs	someone's life forever
iv) Practising the quality of giving will make	just to think about others.
v) Our small generosity can change	any time anywhere

Answer:

i) The quality of giving is such a virtue which can make our life successful

ii) The task of giving can be done any time anywhere

iii) It needs just to think about others.

iv) Practicing the quality of giving will make the world a better place

v) Our small generosity can change someone's life forever.

6. Rearrange the following sentences in correct order in your answer script. You do not need to reproduce the sentences in your script. Only the corresponding numbers of the sentences need to be written. 0.5X10=5

a) Suddenly Abira saw a boat on the sea
b) Ayaan said, "I know you feel bored."
c) She stood up
d) "That boat is moving but there's nobody in it." Abira answered
e) "Very strange," she said.
f) Abira ran fast to call her father.
g) Abira said, " There's nothing to do and nothing exciting happens here "
h) Then she said, "I'm going to tell my father that something's wrong "
i) It was a hot afternoon in the island Saint Martin's.
j) "What's the matter?" Ayaan asked.

Answer: i + g + b + a + e + j + d + c + h + f

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Section B: Writing (Total marks: 40)

7. Read the opening of a story below and complete it in 10 sentences 10

An ant was feeling very thirsty. It went to the nearby stream to drink some water. Suddenly, a wave washed to the bank and carried the ant away into the stream. A dove, sitting on a tree beside the stream saw the helpless ant. The dove plucked a leaf from the branch and dropped it into the water.

Suggested Answer:

The ant climbed onto the leaf. It floated back safely to the bank. Shortly afterwards, there appeared a bird-catcher. The dove drew his attention. He fixed his arrow toward the bird. The ant understood the bird-catcher's intention. He stung the bird-catcher on his foot. The bird-catcher shouted out in pain. He threw down the bow. The dove was alarmed and flew away.

8. Suppose you want to visit some important places of Dhaka City during the winter vacation. Write an email to your friend about your plan after the final exam. 10

Suggested Answer:

To : sarah@yahoo.com

Subject : Plan for winter vacation

Dear Sarah

How are you? It's almost the end of the year. My final exam has just finished and the school is closed. I have planned to do a lot of things during the vacation. At first I'm going to buy some new story books to read during the vacation. Then I'll be going to Dhaka with my parents to stay few days with my uncle's family. We will stay there for about a week. During that time we are going to visit many important places in Dhaka. My father is going to take me to the Lalbag Fort, the Ahsan Manzil and the Mirpur National Zoo. My mother is going to take me to a market where I will buy a new school bag for myself. We will also go to the Shishu Park and the National Museum if we have time.

What is your plan? Write soon.

Your friend
Monira

9. Write a dialogue between two friends about a performance that one of them participated in. 10

Suggested Answer:

Rivo : Hi! Dhrubo! How's it going?

Dhrubo : Not too well. I'm still embarrassed from last night.

Rivo : Oh no! What happened?

Dhrubo : Nothing too bad.

Rivo : Alright then. I heard you acted in a play in the cultural program of school yesterday. How was it?

Dhrubo : The play is the very reason I'm embarrassed! I didn't perform that well.

Rivo : That's contrary to what I heard.

DhrubSo: What do you mean?

Rivo : My parents went to the program and they told me the audience was laughing and clapping very loudly at the end of your performance . I wasn't surprised. You're honestly a natural performer!

Dhrubo : I wasn't trying to be funny, though. I was supposed to act gloomy in the play.

Rivo : You put a twist to the character you were supposed to be. That's not at all bad.

Dhrubo : I haven't heard any reviews yet, but I hope you're right.

Rivo :Then I hope I'm right too. I'll see you tomorrow, yeah?

Dhrubo : Definitely! I have to go home now; see you soon.

Rivo : Have a safe trip.

10. Answer the following questions into a continuous paragraph on "The Place I like Most": 10

a. What is the place you like most?
b. How do you spend your time there?
c. How is the weather there?
d. What is the most exciting thing that happens there?
e. What is the effect of such visits?

Suggested Answer:

The Place I Like Most

A favourite place is a place with family, good weather and funny things to do. My village home is my favorite place for many reasons. My grandfather's family and my uncles live in the village. When I visit, my cousins and I laugh and play all day and night. I usually go there during the winter. My uncles and aunts take us to the village fair where we enjoy the rides. We devour juicy cakes and drink fresh date-juice. My family is fun to be with. The second reason is the weather. Instead of being hot and sweaty, it is always cool and moist. When I think about my visits, I can feel the crisp breeze in my hair. I can hear the soft sound of mist falling from leaves. I can feel the warm winter sun on my face. The third reason for my village home being my favorite place is fishing. We catch lots of fishes from the pond. Sometimes we catch fishes on hooks and sometimes we see uncles' fishing with the net. My grandmother cooks them. For all these reasons, my village home is my favorite place to go. It's good to visit a favorite place where one can make special memories and that is refreshing.

THE END

2025 Academic Year

Dakhil Six–English For Today

United we stand, divided we fall.